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| ***The 7 Habits of Highly Effective -* Reflection Essay - High School** |
|  Kearny Christian Academy |  |  | Grade: |
| Teacher Name: **Mrs. Fontana** |  |  |  |
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| Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date: \_\_\_\_April 16, 2013\_\_\_\_\_\_\_\_ |
| **CATEGORY** | **8-10 = Above Average** | **5-7 = Good** | **2-4 = Below Average** | **0-1 = Poor** |
| **Introduction (Organization)** | The introduction is inviting, states the main topic and previews the structure of the paper. The introduction includes general information (author, title, genre); the writer's evaluation of the book; and the thesis (personal effects realized by the writer from 3 of the habits). | The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader. The introduction only includes two of the three required elements. | The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader. The introduction only includes one of the three required elements. | There is no clear introduction of the main topic or structure of the paper and none of the required elements are included. |
| **Attention Grabber** | The introductory paragraph has a strong hook or attention grabber that is appropriate for the audience. This could be a strong statement, a relevant quotation, statistic, or question addressed to the reader. | The introductory paragraph has a hook or attention grabber, but it is weak, rambling or inappropriate for the audience. | The author has an interesting introductory paragraph but the connection to the topic is not clear. | The introductory paragraph is not interesting AND is not relevant to the topic. |
| **Thesis Statement (Evaluation)** | Thesis statement includes how the habits (book and exercises) have personally affected the writer. The writer effectively outlines how 3 habits affected him or her. | Thesis statement includes a brief outline of how the habits (book and/or exercises) have affected the writer, but gives few or no reasons to support such effects. | Thesis statement offers a vague idea of how the book or exercises might have affected the writer, and gives no reasons to support such effects. | No thesis statement is given. |
| **Evidence and Examples** | All of the evidence and examples are specific, relevant, and explanations are given to illustrate how the habits and exercises have affected the writer. | Most of the evidence and examples are specific, relevant and explanations are given to illustrate how the habits and exercises have affected the writer. | At least one of the examples is relevant and has an explanation to illustrate how the habits or exercises have affected the writer. | Evidence and examples are NOT relevant AND/OR are not explained. |
| **CATEGORY** | **Above Average (+ 2 points each)** | **Good (+ 1 point each)** | **Below Average (+ .5 each)** | **Poor (+ 0 points)** |
| **Conclusion (Organization)** | The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at." The writer includes a brief summary of the "Baby Steps" activities as well as a prediction of whether or not the book will be effective with teens worldwide. | The conclusion is recognizable and ties up almost all the loose ends. The writer might include a brief outline of the "Baby Steps" activities or a prediction of whether or not the book will be effective with teens worldwide. | The conclusion is recognizable, but does not tie up several loose ends. The writer does not discuss the "Baby Steps" activities nor predict whether or not the book will be effective with teens worldwide. | There is no clear conclusion, the paper just ends. |
| **Sequencing** | Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought. | Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought. | A few of the support details or arguments are not in an expected or logical order, distracting/confusing the reader. | Many of the support details or arguments are not in an expected or logical order, distracting/confusing the reader. |
| **CATEGORY** | **Above Average (+ 2 points each)** | **Good (+ 1 point each)** | **Below Average (+ .5 each)** | **Poor (+ 0 points)** |
| **Transitions** | A variety of thoughtful transitions are used. They clearly show how ideas are connected. | Transitions show how ideas are connected, but there is little variety | Some transitions work well, but some connections between ideas are fuzzy. | The transitions between ideas are unclear OR nonexistent. |
| **Audience** | Demonstrates a clear understanding of the potential reader and uses appropriate vocabulary and arguments. Anticipates reader's questions and provides thorough answers appropriate for that audience. | Demonstrates a general understanding of the potential reader and uses vocabulary and arguments appropriate for that audience. | Demonstrates some understanding of the potential reader and uses arguments appropriate for that audience. | It is not clear who the author is writing for. |
| **Sentence Structure** | All sentences are well-constructed with varied structure. | Most sentences are well-constructed and there is some varied sentence structure in the essay. | Most sentences are well constructed, but there is no variation is structure. | Most sentences are not well-constructed or varied. |
| **Grammar & Spelling (Conventions)** | Writer makes no errors in grammar or spelling that distract the reader from the content. | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. | Writer makes more than 4 errors in grammar or spelling that distract the reader from the content. |
| **Capitalization & Punctuation (Conventions)** | Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read. | Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read. | Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow. | Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow. |
| **Manuscript Form** | Paper is neatly typed and adheres to manuscript form. Paper was emailed to the teacher before the deadline. | Paper is neatly typed and follows most manuscript form guidelines. Paper was emailed to the teacher before the deadline. | Paper is neatly typed but does not adhere to manuscript form guidelines. Paper may or may not have been emailed to the teacher before the deadline. | Paper was not typed according to manuscript guidelines and was not emailed to the teacher before the deadline. |
| **Flow & Rhythm (Sentence Fluency)** | All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis. | Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand. | Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand. | The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand. |
| **Writing Process** | Writer follows all steps of the writing process and includes all information as required (plan, rough draft, rewrite, edit, final draft). | Writer appears to understand the steps of the writing process but includes only 3 of the 5 steps/information as required (plan, rough draft, rewrite, edit, final draft). | Writer's understanding of the writing process is developing, but submits only 2 of the 5 components as required (plan, rough draft, rewrite, edit, final draft). | Writer appears to have little to no understanding of the writing process. There is limited or no evidence the writer has followed the writing process. One or fewer of the required components are submitted with the final draft. |
| **CATEGORY** | **36 to 40 - Above Average** | **30 to 35 - Good** | **20  to 30 - Below Average** | **0 to 19 - Poor** |
| **Presentation** | Student submits a creative, well thought out presentation as a complete overview of his or her experience and how the seven habits have become an intrinsic part of his or her life. Student includes information on how practicing the habits will affect him or her throughout high school and into college. Presentation is 10 minutes and/or 15 PowerPoint slides. | Student submits a presentation that provides a brief overview of his or her experience or how the seven habits have become an intrinsic part of his or her life. Student might include some information on how practicing the habits will affect him or her throughout high school and into college. Presentation is 5 - 9 minutes and/or 10 PowerPoint slides. | Student submits a brief presentation that provides a some information about his or her experience. Student does not include any information on how practicing the habits will affect him or her throughout high school and into college. Presentation is less than 5 minutes and/or 5-9 PowerPoint slides. | Student does not submit a presentation. Student did not take the assignment seriously and has not shown any evidence of practicing any of the seven habits in class. |
| **TOTAL EARNED** |  |  |  |  |