

Junior Reflective Essay 2016

Format Requirements: This paper should be written in MLA format with the following header: Name, School name, Junior Reflective Essay, Date.

Prompt

Directions for Writing: Write a reflective essay focusing on your first three years in high school. Discuss those experiences and events that have impacted the way you have grown as a person and as a student along with your expectations and plans for the future. Based on these reflections, discuss the goals and objectives you have for your senior year and your future beyond high school.

Reflective Essay Guidelines

Use the following structure to organize your response to the prompt.

Introduction: Introduce yourself. Write a brief summary of how you have invested your time in high school. Address the ways you have been involved on campus or in your community, and the kinds of things/activities/groups/events that have interested you.

Body Paragraph 1— Adversity/Obstacles: Reflect upon the obstacles you have encountered over the last three years and how you have learned to overcome them. Discuss how these experiences will impact your ability to problem solve in the future.

Body Paragraph 2— Growth: Address the way your high school experiences and overcoming your adversities/obstacles have helped you grow as a person. Consider how your high school experiences have helped shape you. Examine lessons you have learned, people who have had an impact on you, and/or discoveries you have made.

Body Paragraph 3— Accomplishments: Discuss your accomplishments over the past three years. These accomplishments can be from any area of your life, such as academics, sports, activities, and/or community involvement.

Body Paragraph 4: Future Goals: Based on your reflections, discuss the goals that you have for your future. Address what you need to accomplish as a senior in high school to progress towards your goals. Describe how you will use the Senior Exit Interview project to research your goals and develop a plan for achieving them.

Conclusion: Final thought: Briefly discuss any insights this reflection has helped you discover.

MVUSD Junior Reflective Essay Rubric

Student _____ Date _____

Evaluator _____

	Superior - 5 Addresses the topic clearly and responds effectively to all aspects of the task. Student makes insightful and powerful reflections. Explores the issues thoughtfully and in depth.	Strong - 4 Addresses the topic clearly, but may respond to some aspects of the task. Student makes specific and clear reflections. Shows some depth and complexity of thought.	Adequate - 3 Addresses the topic, but may slight some aspects of the task. Some reflection is evident May treat the topic simplistically or repetitively.	Marginal - 2 Distorts or neglects aspects of the task. Reflection is weak and/or unclear. Lacks focus or demonstrates confused or simplistic thinking.	Weak - 1 Indicates confusion about the topic or neglects important aspects of the task. No reflection is evident. Lacks focus and coherence, and often fails to communicate its ideas.
Response to the topic	Is coherently organized and developed, with ideas supported by apt reasons and well-chosen examples.	Is well organized and developed, with ideas supported by appropriate reasons and examples	Is adequately organized and developed, generally supporting ideas with reasons and examples.	Is poorly organized and developed, presenting generalizations without adequate support, or details without generalizations.	Has very weak organization and development, providing simplistic generalizations without support.
Depth of Reflection	Has an effective, fluent style and a clear command of language. Is generally free from errors in grammar, usage, and mechanics.	Displays a clear style and adequate command of language. May have a few errors in grammar, usage, and mechanics.	Demonstrates a basic style and a limited command of language. May have some errors, but generally demonstrates control of grammar, usage, and mechanics.	Has inconsistent style and a lax command of language. Has an accumulation of errors in grammar, usage, and mechanics that sometimes interfere with meaning.	Has inadequate style and no command of language. Is marred by numerous errors in grammar, usage, and mechanics that frequently interfere with meaning.
Quality and clarity of thought					
Organization, development, and support					
Command of language					

**For this paper, 3 is a passing score. All papers that receive a failing score (1 or 2) will be scored again by a second reader for confirmation. If the readers disagree on the passing status of a paper, the paper will be given to the table leader for a final decision.

Additional Comments: