

English 12B

Unit 5 Portfolio Assignment – Senior Reflection Paper

In Connexus, it asks you to complete a Literary Analysis. YOU WILL NOT BE DOING THAT ASSIGNMENT. You will be writing a personal reflection instead. Please see the details below for further explanation.

- For Unit 5 you are **only submitting work to Lesson 6's drop box**. This will be your ONLY draft, so please treat it as a final draft.
- You will NOT be submitting a thesis sentence in lesson 3 or the final draft in lesson 17.
- You will be submitting a Personal Reflection of your Senior Year – NOT A LITERARY ANALYSIS.

The expectations for the Senior Reflection Paper are as follows:

A simple 5 paragraph essay detailing what you have learned this year or how you have grown or changed throughout the course of the semester. (Choose ideas from the list below to inspire you – You DO NOT have to write on ALL OF THEM!)

- Reflect on any class – Not just English
- Reflect on any teachers, advisors, family members, tutors, etc., who have helped you get this far.
- Reflect on a job, internship or volunteer experience that has impacted your life.
- Reflect on any other personal experience you wish to share that has played an important role in your continued growth and development into adulthood.

You should have:

- An introduction.
- Three body paragraphs, each detailing a different experience which impacted you this year.
- A conclusion tying up your overall thoughts about yourself and how you have changed.
- 5 paragraphs in length with proper MLA formatting.
- A CheckMyWork link included within your senior reflection paper.

I am not asking you to detail personal experiences that are difficult for you to talk about; rather, I want you to focus on the positives from your last year of high school.

Outline in order to help organize your thoughts.

Topic: Write a simple 5 paragraph essay detailing what you have learned this year or how you have grown or changed throughout the course of the semester.

Introduction

Hook or Attention Grabber:

Thesis: (**Topic (Title/Author of text)** + **Claim (Your position)** + **Main Points (reasons to support)** = **Thesis**)

Body Paragraph 1

Transition Word:

1st Main Point:

Evidence:

Explanation:

Wrap-up Sentence:

Body Paragraph 2

Transition Word:

2nd Main Point:

Evidence:

Explanation:

Wrap-up Sentence:

Body Paragraph 3

Transition Word:

3rd Main Point:

Evidence:

Explanation:

Wrap-up Sentence:

Conclusion: *(restate your thesis)*

Outline in order to help organize your thoughts.

4 Exemplary 100% A	<p>A four response is superior. It does ALL OR MOST of the following:</p> <p>Ideas/Content: Conveys fresh, useful information using higher order thinking skills and convincing reasoning to provide unique insights into complex ideas. Thesis statement is appropriate and concise; supporting evidence is well-chosen and leads the reader through the response.</p> <p>Voice: Demonstrates involvement with the text and speaks purposefully to the audience in an appropriate, individualistic, and engaging manner.</p> <p>Organization: Effectively organizes ideas in a clear, logical, detailed, and coherent manner using appropriate structures to enhance the central idea or theme. Transitions between and within paragraphs strengthen the relationships among ideas.</p> <p>Conventions: Commits few, if any, errors in Standard English rules for grammar/usage and mechanics. Effective integration of quotations and documentation of ideas and sources using MLA format.</p>
3 Proficient 85% B	<p>A three response is adequate. It exhibits ALL OR MOST of the following characteristics:</p> <p>Ideas/Content: Defends and/or persuades with support and clarity, using relevant evidence. The thesis statement proposes an idea that is supportable and addresses the importance of the topic but is weak.</p> <p>Voice: Uses a voice that is appropriate to audience and purpose.</p> <p>Organization: Organizes ideas in a satisfactory manner with adequate coherence and logic. Transitions between and within paragraphs are predictable.</p> <p>Conventions: Commits some errors in Standard English grammar/usage and mechanics that do not impede meaning; indicates basic understanding of conventions. Awkward integration of ideas and sources; MLA documentation reflects some errors.</p>
2 Developing 75% C	<p>A two response is inadequate. It is clearly flawed in SOME OR ALL of the following ways:</p> <p>Ideas/Content: Begins to develop supporting ideas, some of which lack clarity or obvious logical connection. Thesis statement is partial, non-analytical, or wishy-washy; there is some supporting evidence, and some attempt to lead the reader through the essay.</p> <p>Voice: Lacks sincerity of purpose in the writer’s attempt to involve the audience appropriately.</p> <p>Organization: Displays minimal organization; contains irrelevancies, digresses, rambles, or lacks logic. Attempts transitions and lacks cohesion.</p> <p>Conventions: Contains flaws in Standard English rules of grammar/usage and mechanics that do not impede meaning; indicates some consistent misunderstanding of the conventions. Ideas and sources reflect numerous errors in MLA documentation.</p>
1 Beginning 65% D	<p>A one response is very weak. It reveals serious and persistent problems in communications. It is weak in SOME OR ALL of the following ways:</p> <p>Ideas/Content: Generalizes about the topic without providing logical connections among ideas, or uses connections that are faulty. Thesis statement contains an unfocused topic that lacks clear direction for the body of the essay.</p> <p>Voice: Attempts, but fails in the writer’s attempt to involve the audience appropriately.</p> <p>Organization: Contains serious flaws in structure, organization and coherence. Transitions are poorly formed or missing.</p> <p>Conventions: Displays consistent violations in Standard English rules of grammar/usage and mechanics that impede understanding. Poor or missing integration of quotations and MLA documentation of sources.</p>
0 Incomplete 0% F	<p>A zero response is extremely weak. It has few redeeming qualities. It at least mentions the topic, but generally fails to communicate with the reader. It does SOME OR ALL of the following:</p> <p>Ideas/Content: Fails to establish a position and/or develop persuasive view; evidence is not apparent. There is no clear thesis statement, no supporting evidence, and no organizational structure.</p> <p>Voice: Does not address the audience appropriately.</p> <p>Organization: Shows almost no structure, organization or coherence. Transitions are missing.</p> <p>Conventions: Overwhelms the reader with serious violations of Standard English rules grammar/usage and mechanics. No quotations or MLA documentation of sources.</p>