



Personal Statement/Mastery Statement Project Rubric (October 2014)

Student _____ Project Title _____ Project Topic _____

Teacher or External Evaluator (circle one) _____ Date _____

Overall evaluation _____ Signature _____

Performance Indicators	<i>Outstanding</i>	<i>Good</i>	<i>Competent</i>	<i>Needs Revision</i>
1. Evaluates a significant event, background story, belief, or place¹	Describes--with compelling detail supporting a central idea--an event, background story, belief or important place and provides in-depth analysis of the impact of the subject on his/her life.	Describes an event, background story, belief or place with details supporting a central idea, and provides substantial analysis of the significance of the subject on his/her life.	Describes an event, background story, belief or place. While there may be a chronology of events or a basic description, there is evidence of some analysis of the significance of the subject in his/her life, and some support for a central idea.	Describes an event, background story, belief or place but needs to provide analysis of significant impact on his/her life.
2. Reflects and Evaluates Personal Growth and Learning²	Clearly states rigorous internalized standards to evaluate personal academic performance; provides in-depth analysis of own experiences through the lens of those standards.	States or implies standards for personal academic performance; analyzes some experiences, connecting them to personal standards.	States or implies some standards to assess past academic performance; attempts to show how work reflects those standards; there is some analysis of the significance of those events.	Merely provides a chronology of events with little or no analysis.
3. Communicates experience in a strong personal voice	Student's experience is conveyed with consistent depth, emotion, and clarity. Captures and holds the reader's attention by establishing and maintaining a creatively told narrative. Strong sense of audience creates a sustained connection between reader and writer.	Experience is related with consistent depth and clarity. Creativity and sense of audience establish a connection between reader and writer.	Experience is related with some depth and clarity. Reader often feels connection to the writer, but there may be areas where writing fails to hold reader's attention. Narrative shows some creativity but at times may tend toward a simply told chronology of events.	Writing lacks awareness of audience and needs to be revised for depth and clarity.
4. Puts learning in larger contexts (connections to the world)	Thoughtfully reflects on personal and academic history and clearly articulates what he/she has learned from that history (growth, triumphs, short-comings, relationships with others, etc.).	Reflects on some of his/her personal and academic history. Is able to provide some details about what he/she has learned.	Contains some elements of reflection, but may also contain a summary of experiences that do not demonstrate awareness of strengths and areas for continued growth.	Shows little or no reflection or self-awareness.

¹ Schools may develop tasks that address either Indicator #1 or #2, and not necessarily both.

² Schools may develop tasks that address either Indicator #1 or #2, and not necessarily both.

Performance Indicators	<i>Outstanding</i>	<i>Good</i>	<i>Competent</i>	<i>Needs Revision</i>
5. Establishes personal and career goals for the future; articulates plans for achieving them	Outlines clear steps to be taken to reach goals, and anticipates possible problems and solutions; demonstrates awareness of options and ability to develop alternatives.	Outlines goals and means to achieve them. Recognizes that there may be obstacles and has given some thought to possible solutions.	Outlines goals and means for achieving them, but with insufficient awareness of obstacles that may develop and of ways to overcome them.	Demonstrates little or no sense of future goals and how to deal with possible obstacles.
6. Organizes the paper effectively	Paragraphs and ideas flow logically and coherently from beginning to end. Effective introduction and conclusion and thoughtful transitions convey a sense of wholeness.	Organizes a progression of ideas, with introduction and conclusion, which allows the reader to move through the writing with clarity. Uses transitions correctly.	Introduction and conclusions are present, but may be weak. Transitions may be abrupt or absent, but the reader generally knows where the writer is going.	Lack of organization seriously impairs the reader's understanding.
7. Adheres to the conventions of English prose (grammar, paragraphing, punctuation, sentence construction and spelling)	Demonstrates <i>advanced</i> command of language's conventions including grammar, usage, capitalization, punctuation, and spelling.	Demonstrates a <i>basic</i> command of language's conventions including grammar, usage, capitalization, punctuation, and spelling. (May make <i>some errors but doesn't impede</i> reader's comprehension.)	Demonstrates a <i>limited</i> command of language's conventions including grammar, usage, capitalization, punctuation, and spelling. (May make <i>some errors that can impede</i> reader's comprehension.)	Demonstrates a <i>minimal</i> command of language's conventions including grammar, usage, capitalization, punctuation, and spelling. (May make <i>many errors that impede</i> reader's comprehension.)
8. Presents idea orally with coherence and effectiveness	<ul style="list-style-type: none"> • Communicates clear understanding of the paper's ideas and arguments in an appropriate, consistently sophisticated way that demonstrates ownership of work • Presentation and response to questions reflect the coherence and depth of the paper. • Answers questions accurately, thoughtfully, and effectively, developing new ideas when they are appropriate. • Presents relevant evidence that may not have appeared in the paper. 	<ul style="list-style-type: none"> • Communicates clear understanding of the paper's ideas and arguments in an appropriate, sometimes sophisticated way that demonstrates ownership of work. • Presentation and response to questions reflect the coherence and depth of the paper. • Answers questions accurately, thoughtfully, developing new ideas when they are appropriate. 	<ul style="list-style-type: none"> • Communicates a mostly clear and basic understanding of the paper's ideas and arguments in an appropriate, thoughtful though not necessarily sophisticated manner. • Presentation and response to questions may not fully reflect the coherence and depth of the paper, but they are nevertheless clear and thoughtful. • Answers to questions are mostly accurate and thoughtful. 	<ul style="list-style-type: none"> • Fails to communicate a clear and basic understanding of the paper's ideas and arguments in an appropriate, thoughtful manner. • Presentation and response to questions reflects the incoherence and general weakness of the paper. • Answers questions superficially, inappropriately, or incorrectly.