

YEAR 7 ENGLISH

# The Dons Reflective Writing

---

MAT 2

**Ms. Grace and Ms. Gafar**

**9/18/2017**

A draft copy must be submitted prior to the good copy.

## Year 7 Reflective Writing “The Dons” MAT 2

We have been working on reflective writing this term. Your response should follow the ideas in the power point presentation.

- Description
- Feelings
- Evaluation
- Analysis
- Conclusion

You can write your response as a single essay or you can break each dot point into separate paragraphs.

Please choose a idea/value from the novel and write a reflective essay

1. What is your opinion on how Nonno’s family deals with him?
2. What is the importance of family in a foreign country
3. What is the value of relationships and friendships
4. Reflect on links or differences Italian culture and your own

Your response must answer the question.

To answer the question you should reflect on what you thought about the question at the start of the novel, in the middle of the novel and now once you have read the novel.

Since this is reflective writing you can use **I statements**. However you do need evidence in the form of quotes. You must reflect how on what you **thought** and now what you **think**.

The conclusion should reflect on what new skills you have learnt or what new ideas you now have.

All parts of the reflection must be written otherwise this essay will not be marked.

DRAFT COPY

Criteria	Well Below Standard	Below Standard	At Standard	Above Standard	Well Above Standard
<b>Depth of Reflection</b>	Response demonstrates a limited and/or ineffective reflection on the themes, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are ineffective and/or unsupported. Examples are ineffective.	Response demonstrates a developing reflection on the themes, concepts, and/or symbols presented in the novel. Viewpoints and interpretations of characters are supported with developing arguments. Examples may be ineffective or lack engagement.	Response demonstrates a solid reflection on and attempted personalisation of the themes, concepts, and/or symbols presented in the novel. Viewpoints and interpretations of the characters are supported. Appropriate examples are provided and elaborated on.	Response demonstrates a considered reflection on and personalisation of the themes, concepts, and/or symbols presented in the novel. Viewpoints and interpretations of the characters are supported and elaborated on. Appropriate examples are provided and elaborated on.	Response demonstrates an in-depth reflection on and personalisation of the theories, concepts, and/or strategies presented in the novel. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided and elaborated on.
<b>Metalanguage and Analysis</b>	Identifies metalanguage when discussing themes/symbols/characters.	Generalised discussion of metalanguage used to discuss themes/symbols/characters.	Discusses a range of relevant metalanguage concepts and indicates their importance when comparing and contrasting themes/symbols/characters.	Discusses the relationship between a range of important metalanguage concepts. Justifies their selection/relevance when comparing and contrasting themes/symbols/characters.	Critically analyses the relationship between a range of important metalanguage concepts. Justifies their selection/relevance when comparing and contrasting themes/symbols/characters.
<b>Evidence and Practice</b>	Response shows limited evidence of synthesis of ideas presented and insights gained throughout the novel study. Limited and/or ineffective reflection on learning.	Response shows some evidence of synthesis of ideas presented and insights gained from the novel study. Few implications of these insights are explained.	Response shows evidence of synthesis of ideas presented and insights gained from the novel study. The implications of these insights are discussed.	Response shows strong evidence of synthesis of ideas presented and insights gained from the novel study. The implications of these insights are discussed and elaborated on.	Response shows strong and frequent evidence of synthesis of ideas presented and insights gained throughout the novel study. The implications of these insights are thoroughly detailed.
<b>Structure</b>	Develops an illogical text which lacks organisation. There are a lack of paragraphs to group ideas, all of which are underdeveloped.	Develops a text that shows some coherence. Paragraphing is used to group ideas, yet these are often underdeveloped.	Develops a generally logical text. Paragraphing is used appropriately throughout the text to link and structure ideas.	Develops an extended and logical text. Paragraphing is developed and used appropriately throughout the text to link and structure ideas.	Deliberately controls and develops an extended and logical text. Paragraphing is highly developed and used appropriately throughout the text to link and structure ideas.
<b>Expression and language mechanics</b>	Basic in its language use and lacks fluency of expression. Sentences lack structure, appear incomplete or rambling and rarely vary in length. Uses a simple vocabulary that does not communicate strongly and spelling and punctuation errors are habitual.	Developing in its language use and lacks fluency of expression at times. Sentences are structured and vocabulary communicates plainly. Spelling and punctuation errors are often apparent.	Accurate language and fluent expression. Most sentences are well constructed. Uses a vocabulary that communicates clearly and occasional spelling and/or punctuation errors are present.	Accurate language and fluent expression. Most sentences are well constructed with carried length. Uses a wide and varied vocabulary and spelling and punctuation is mostly accurate.	Precise, effective language and confident, fluent and uplifting expression. All sentences are well constructed with controlled form and length for deliberate effect. Uses accurate, wide and varied analytical vocabulary. Spelling and punctuation is highly accurate.

## Reflective Writing Rubric

Skills	5	4	3	2	1
<b>Depth of reflection</b>	Demonstrate a conscious and thorough understanding of the writing prompt and the subject matter. This reflection can be used as an example for other students.	Demonstrate a thoughtful understanding of the writing prompt and the subject matter.	Demonstrate a basic understanding of the writing prompt and the subject matter.	Demonstrate a limited understanding of the writing prompt and subject matter. This reflection needs revision.	Demonstrate little or no understanding of the writing prompt and subject matter. This reflection needs revision.
<b>Use of textual evidence and historical context</b>	Use specific and convincing examples from the texts studied to support claims in your own writing, making insightful and applicable connections between texts.	Use relevant examples from the texts studied to support claims in your own writing, making applicable connections between texts.	Use examples from the text to support most claims in your writing with some connections made between texts.	Use incomplete or vaguely developed examples to only partially support claims with no connections made between texts.	No examples from the text are used and claims made in your own writing are unsupported and irrelevant to the topic at hand.
<b>Language use</b>	Use stylistically sophisticated language that is precise and engaging, with notable sense of voice, awareness of audience and purpose, and varied sentence structure.	Use language that is fluent and original, with evident a sense of voice, awareness of audience and purpose, and the ability to vary sentence structure.	Use basic but appropriate language, with a basic sense of voice, some awareness of audience and purpose and some attempt to vary sentence structure.	Use language that is vague or imprecise for the audience or purpose, with little sense of voice, and a limited awareness of how to vary sentence structure.	Use language that is unsuitable for the audience and purpose, with little or no awareness of sentence structure.
<b>Conventions</b>	Demonstrate control of the conventions with essentially no errors, even with sophisticated language.	Demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language.	Demonstrate partial control of the conventions, exhibiting occasional errors that do not hinder comprehension.	Demonstrate limited control of the conventions, exhibiting frequent errors that make comprehension difficult.	Demonstrate little or no control of the conventions, making comprehension almost impossible.