English 090 – Reading Response Rubric – Laurie Prange-Martin

Criteria	An _A_ essay has: (9.0-10.0 points)	A _B_ essay has: (8.0-8.9 points)	A _C_ essay has: (7.0-7.9 points)	A _D_ to _F_ essay has: (0-6.9 points)	Your Points
Paragraph #1 Introduction/Topic An introduction to the reading, "setting the stage," and any assumptions held by the student before having read the text.	An _exceptional_ introduction that identifies the focus of the paper, its context, and a preview of the essay body. An engaging discussion of the preconceived ideas and biases the student had before reading the text. Accurate APA referencing of assigned text.	An _effective_ introduction that includes the focus of the paper, its context, and a preview of the essay body. A good discussion of the preconceived ideas and biases the student had before reading the text. Mostly accurate APA referencing of assigned text.	A _somewhat effective_ introduction that includes the focus of the paper, its context, and a preview of the essay body. An adequate discussion of the preconceived ideas and biases the student had before reading the text. Somewhat accurate APA referencing of assigned text.	_No_ introduction **or** an introduction without a focus to the paper, context, or preview of the essay body. Little to no discussion of the preconceived ideas and biases the student had before reading the text. Poor to no APA referencing of assigned text.	/10
Paragraph #2 Background Any information you find about the author, comments by authors on the work, other works on the same topic, etc. placing the text in its larger literary context	_Exceptional_ supporting evidence that make logical sense. Important background information provided, placing the text in its larger literary context. Excellent presentation of evidence on the logical relationships to other works by the same author or authors writing on the same topic. No unnecessary evidence is presented, nothing to distract the reader. The logic behind include all evidence is clearly articulated.	_Effective_ supporting evidence that make logical sense. Some important background information provided. Good presentation of evidence on the logical relationships to other works by the same author or authors writing on the same topic. Only a small amount of irrelevant evidence is presented, at least none that would distract the reader too much and the logic for its inclusion is well explained.	Supporting evidence, which _somewhat_ make sense. Useful background information provided. Some presentation of evidence on the logical relationships to other works by the same author or authors writing on the same topic. Some irrelevant evidence is presented, but there is at least some demonstrated logic to its inclusion.	Either _very few_ or _no_ supporting evidence or ideas/evidence which _do not make sense_. Little to no background information provided. Little to no links to other works by the same author or authors writing on the same topic. Possibly redundant or irrelevant evidence presented.	/10
Paragraph #3 Analysis An identification and analysis of the thesis of the work and 2-3 major themes, and your response to what the author is saying. Also include your observations on the writing style of the reading.	_Exceptional_ explanations that connect the ideas/evidence to the thesis of the reading. Imaginative analysis with exception use of quotations and paraphrasing of the text. Excellent description of the 3 major themes and the students' response to the themes. Excellent description of the relationships between themes. Excellent analysis of the writing style of the author.	_Effective_ explanations that connect the ideas/evidence to the thesis of the reading. Uses quotations well and paraphrases with effective analysis. Excellent description of the thesis of the work and its 3 major themes. Themes identified relate very well to one another. Good comments from the student on his/her response to these themes. Effective analysis of the writing style of the author.	_Somewhat effective_ explanations that connect the ideas/evidence to the thesis of the reading. Quoting and paraphrasing exceeds analysis. Identification of the thesis and 3 major themes, but no further discussion is included. Themes identified relate well to one another. Successful description of the students' response to the text. Valuable observations on the writing style of the author.	_Ineffective or no connection_ of ideas/evidence to the thesis of the reading. Little to no significant analysis. Major themes identified do not relate logically to one another or to the text. Excessive quoting and paraphrasing without useful integration into the essay. Unsuccessful description of the students' response to the text. Feeble or little to no observations on the writing style of the author.	/10
Paragraph #4 Conclusion A final paragraph that brings the reader back to what the reading was about, how it fits within the learning outcomes of the course, and the wider significant of the work to you and to other readers	An _exceptional_ conclusion. Demonstrates an exceptional grasp of the larger goals of the course and assignment. Full and rich discussion of the relevance of the reading and the students' response to the text, the assignment, and the learning outcomes of the course.	An _effective_ conclusion. Demonstrates a good grasp of the larger goals of the course and assignment. Includes a significant discussion on the relevance of the reading and the students' response to the text. A good analysis of the relationship between the text and the learning outcomes of the course.	A _somewhat effective or off-topic_ conclusion. Describes some usefulness of the text for the course and assignment. Some references to the students' response to the reading and its greater purpose to the student. Sufficient addressing of the relevance of the text to the learning outcomes of the course.	_Ineffective or no_ conclusion. Includes little to no information about the usefulness of the text to the student, with little to no discussion of the relevance to the course or reader.	/10
Style, Mechanics, & Formatting A review of your writing style and your grammar; how you have presented your arguments, how you have integrated quotations from the reading into your essay; and the overall formatting of your essay.	Paragraphs with _exceptional_ topic sentences, supporting sentences and concluding sentences. _Exceptional_ control of grammar and writing conventions with no errors. _Correct_ formatting	Paragraphs with _effective_ topic sentences, supporting sentences and concluding sentences. _Effective_ control of grammar and writing conventions, with few errors that do not prevent understanding. _Mostly correct_ formatting.	Paragraphs with _somewhat effective_ topic sentences, supporting sentences and concluding sentences. _Somewhat effective_ control of grammar and writing conventions, with occasional errors that limit understanding. _Somewhat correct_ formatting.	Paragraphs with _ineffective or no_ topic sentences, supporting sentences or concluding sentences. A _lack of_ control of grammar and writing conventions, with frequent errors that prevent understanding. _Incorrect_ formatting.	/10

Total Score: _____ / 50 = _____ / 100%