

Reading Journal Grading Rubric

1	2	3	4
LITERATURE ANALYSIS:			
<ul style="list-style-type: none"> The response offers little if any interpretation of the text. 	<ul style="list-style-type: none"> The response offers a limited or unlikely interpretation of the text. 	<ul style="list-style-type: none"> For the most part, the response offers a plausible interpretation of the text. 	<ul style="list-style-type: none"> The response offers an insightful interpretation of the text.
ORGANIZATION & EXPRESSION OF IDEAS:			
<ul style="list-style-type: none"> The entry displays little (if any) attempt to organize the student's writing into paragraphs. Paragraphs are either absent, poorly formed, inconsistently used, or they lack a unifying idea. 	<ul style="list-style-type: none"> The entry displays an attempt to organize the student's writing into paragraphs. The effectiveness of the paragraphs is significantly reduced by multiple examples of improper formation, inconsistent usage, or the lack of a clearly-stated unifying idea. 	<ul style="list-style-type: none"> For the most part, the student's writing is organized into paragraphs that are each formed around a reasonably clear unifying idea. For the most part, the paragraphs are formed properly, and they are used fairly consistently. 	<ul style="list-style-type: none"> The student's writing is organized into paragraphs that are each formed around a clearly-stated unifying idea. The paragraphs are formed properly and used consistently throughout.
<p>The response is characterized by one or more of the following:</p> <ul style="list-style-type: none"> It does not include a clear position statement It includes fewer than two ideas in support of a position The ideas are unclear Some ideas are redundant The development of the ideas is minimal, at best, leaving the reader to guess what the student thought. The ideas provide little (if any) support for the position. 	<p>The response is characterized by one or more of the following:</p> <ul style="list-style-type: none"> The student's position statement is incomplete, confusing, or the student may offer multiple positions without committing to one It is supported by fewer than three ideas The ideas are somewhat confusing Some ideas are redundant The ideas are only partially developed, leaving the reader to assume or infer some important details. The ideas provide limited support for the position, and they fail to make a convincing case. 	<p>In addition to having a clear position statement supported by at least three distinct ideas, the response is characterized by one or more of the following:</p> <ul style="list-style-type: none"> For the most part, the ideas are stated clearly enough to get the main point across. For the most part, the ideas are developed. The reader may be left to assume or infer some minor details about the student's ideas. For the most part, the ideas provide support for the position. 	<p>In addition to having a clear position statement supported by at least three distinct ideas, the response is characterized by one or more of the following:</p> <ul style="list-style-type: none"> The ideas are clearly-stated The ideas are thoroughly developed, providing the reader with a very clear and detailed picture of the student's ideas. The ideas provide thoroughly convincing support for the position.

Lit. Analysis	Org / Exp

1	2	3	4
GRAMMAR / SENTENCE STRUCTURE:			
<ul style="list-style-type: none"> The writing contains significant departures from the conventions of grammar and language usage. Departures occur consistently, and they present a significant obstacle to effective communication. 	<ul style="list-style-type: none"> Departures from the conventions of grammar and language usage occur frequently, and they present a distraction that repeatedly interferes with the communication process. 	<ul style="list-style-type: none"> Departures from the conventions of grammar and language usage may occur occasionally, but the disruption to the communication process is minimal. 	<ul style="list-style-type: none"> Departures from the conventions of grammar and language usage occur rarely, if at all, and they do not present an obstacle to effective communication.
MECHANICS:			
<ul style="list-style-type: none"> The writing contains significant departures from the conventions of capitalization and punctuation. Departures occur consistently, and they present a significant obstacle to effective communication. 	<ul style="list-style-type: none"> Departures from the conventions of capitalization and punctuation occur frequently, and they present a distraction that repeatedly interferes with the communication process. 	<ul style="list-style-type: none"> Departures from the conventions of capitalization and punctuation may occur occasionally, but the disruption to the communication process is minimal. 	<ul style="list-style-type: none"> Departures from the conventions of capitalization and punctuation occur rarely, if at all, and they do not present an obstacle to effective communication.
SPELLING:			
<ul style="list-style-type: none"> Non-standard spellings present a significant obstacle to communication. 	<ul style="list-style-type: none"> Non-standard spellings occasionally present an obstacle to communication. 	<ul style="list-style-type: none"> For the most part, the response is written with standard spellings. Occasional non-standard spellings do not present a significant obstacle to communication. 	<ul style="list-style-type: none"> The response makes use of challenging vocabulary. With rare exceptions, the response is written with standard spellings.
PENMANSHIP:			
<ul style="list-style-type: none"> The handwriting presents a significant obstacle to effective communication. 	<ul style="list-style-type: none"> The handwriting is legible to some extent, but it may occasionally present an obstacle to effective communication. 	<ul style="list-style-type: none"> The handwriting is neat and legible (for the most part). Communication is effective. 	<ul style="list-style-type: none"> The handwriting is neat, legible, and attractive. Communication is effective.
LISTENING (Responds with Understanding):			
<ul style="list-style-type: none"> The response demonstrates little (if any) understanding of the text, or it demonstrates significant misunderstandings. Extensive inaccuracies may render the response ineffective. 	<ul style="list-style-type: none"> The response demonstrates a limited or superficial understanding of the text, or it demonstrates a partial misunderstanding. Inaccuracies may weaken the response. 	<ul style="list-style-type: none"> For the most part, the response demonstrates a general understanding of the main ideas in the text. Any inaccuracies are minor and do not significantly weaken the response. 	<ul style="list-style-type: none"> The response demonstrates an understanding of both the main ideas in the text as well as the details and subtleties.

Grammar	Mechanics	Spelling	Penmanship	Listening