

THE 101— READING RESPONSE PAPER GRADING RUBRIC

CRITERIA	1 UNDERDEVELOPED	2 SOMEWHAT DEVELOPED	3 MOSTLY DEVELOPED	4 SUBSTANTIALLY DEVELOPED	SCORE
THESIS STATEMENT— Identifies and summarizes a problem /supposition/question/ position concerning the text and own ideas	<ul style="list-style-type: none"> •Does not identify and summarize a summarizes the problem/ supposition/ question/position •Is confused or identifies an inappropriate summarizes the problem/ supposition/ question/ position •Does not identify a problem/supposition/question /position 			<ul style="list-style-type: none"> •Identifies main issues in the play as well as subsidiary, embedded, or implicit aspects of the text and own thesis •Identifies them clearly and addresses their relationship with each other •Identifies not only the basics of the issue, but recognizes nuances of the issue 	
PERSPECTIVE— Identifies own and considers other salient perspectives and positions as it is important to the analysis of the issue	<ul style="list-style-type: none"> •Deals with a single perspective and fails to discuss other possible perspectives. • Fails to recognize own perspective as not necessarily universal. •Judges the play from to narrow a perspective 			<ul style="list-style-type: none"> •Presents own perspective as valuable to analysis •Addresses possible diverse perspectives with understanding and compares them in appropriate relation with all views presented 	
UNDERSTANDING OF THE PLAY— Identifies and assesses the play's point of view, and major themes in broad strokes, at least.	<ul style="list-style-type: none"> •Misconstrues the point of view of the author entirely •Misconstrues the world view of the play entirely 			<ul style="list-style-type: none"> •Examines the play from a strong point of view, but speaks to ideas as to what the author's intentions may be •Identifies elements of the drama as properties that effect analysis •Clearly attempts to view the play with open-minded analysis 	
EVIDENCE— Supports ideas, opinions and personal suppositions with textual evidence related to the point at hand	<ul style="list-style-type: none"> •No text support •Merely repeats the text without putting it into context or making it relevant to the points at hand •Confuses associations and correlations •Misunderstands cause and effect as it pertains to the drama 			<ul style="list-style-type: none"> •Examines text with precision, relevance and completeness •Observes cause and effect and addresses exiting or potential consequences of the drama in its own world and/or for an audience •Clearly distinguishes between fact, opinion and acknowledges value judgments 	
CONCLUSIONS— Identifies and assesses conclusions, implications and consequences	<ul style="list-style-type: none"> •Fails to identify conclusions, implications, and consequences of the points/issues at hand •Fails to identify relationships between elements of the drama and differing points of view 			<ul style="list-style-type: none"> •Identifies and discusses conclusions, implications and consequences considering context, assumptions and textual evidence •Objectively reflects upon own assertions •Keeps to theses and supports opening remarks 	
WRITING MECHANICS— Identifies and assesses the play's point of view, and major themes in broad strokes, at least.	<ul style="list-style-type: none"> •Writing mechanics are too pervasive to fully comprehend writer's work •Very little proper punctuation •Missing or incorrect citations •Multiple incorrect word usage 			<ul style="list-style-type: none"> •Writing mechanics enable paper to fully realize its potential •Word usage is varied, apt and precise •Citations appropriate and correctly cited •Punctuation correct 	

Name: _____

Response No. & Title:

Source: <http://www.units.muohio.edu/led/Assessment/criticalthinking/eaton/documents/Eaton3.doc>

TOTAL SCORE	
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