

Reading Response Rubric

	4 - Excellent	3 - Good	2 - Fair	1 - Needs Improvement
<i>Content</i>	Summary reveals a deep understanding of the author's argument. Thoughtfully and accurately interprets results, shows in-depth understanding of major ideas.	Summary clearly identifies the author's argument and paraphrases the major points well. Identifies relevant arguments, justifies results, offers some reasons.	Competent summary of the text and key concepts. Usually justifies results and offers elementary reasons.	Summary is disjointed and lacks coherence. Misinterprets reading, gives unjustified arguments.
<i>Organization</i>	Well organized and coherent, topics are in logical, interesting sequence which reader can follow, includes clear introduction and conclusions. Focused topic throughout writing.	Organized, some topics are out of logical order, conclusions are generally clear. Focused topic is generally maintained.	Some organization, reader has difficulty following response because topic jumps around, conclusions are unclear. Topic may include unrelated ideas.	Not organized, topics make no sense; reader cannot understand response because there is no sequence of information. Writing has no clear topic.
<i>Response</i>	Ties evidence in the article with other readings or themes of the course or with other passages from primary text, may suggest new implications for understanding the topic, or make connections with modern events, settings, or themes.	Response clearly and cogently shows how the article has provided a springboard for ideas and offers a new perspective on understanding of the primary text.	Argument not sufficiently critical as a whole, e.g. disagreeing with some of the concepts or provoking new questions.	The response is superficial (e.g., this idea is interesting) and does not explore reactions of new questions or concepts.
<i>Voice</i>	Critical engagement and presents a strong position (clear voice) in relation to new concepts, ideas and issues. Writing contains own ideas and thinking.	Good attempt to highlight new/interesting concepts in relation to writer's position.	Identifies the author's position and argument. Own ideas and thinking were not included.	Blurring of arguments from text and writer's own position.