

# Final Exam – *Glass Castle* Prompt – Close Reading Rubric (Revised Nov 26, 2019)

Specifically designed to use with the Common Final Exam Writing Prompt

	Criterion	Insufficient (0)	Poor (1)	Average (2)	Good (3)	Excellent (4)
These 3 should correspond to the 3 paragraphs.	By using close reading strategies (structure and detail) the student explains the passage's meaning	Does <b>not address any of the particulars</b> of the passage itself, neither structure, details, nor meaning.	Attempts to discuss the passage's meaning, but makes <b>vague or tenuous attempts to use details or structure as support</b> .	<b>Uses one or two</b> details or aspects of structure of the passage but does not link them well to meaning.	In explaining meaning, <b>successfully uses two or more</b> details or aspects of structure of the passage as support.	In explaining meaning, successfully uses, <b>with nuance or complexity, many</b> details or aspects of structure of the passage as support.
	The student connects the passage to other events/components that are happening in Jeannette' life at the time.	<b>Does not connect</b> the passage to current events of her life at all.	<b>Vaguely or tenuously attempts to connect</b> the passage to Jeannette's current/recent experiences.	Links one or more ideas from the passage to Jeannette's current/ recent experiences but <b>connections or explanations are not strong</b> .	<b>Successfully</b> links two or more of the ideas in the passage to Jeannette's current/ recent experiences.	Successfully links, <b>via nuanced or complex analysis</b> , two or more ideas in the passage Jeannette's current/ recent experiences.
	The student connects the passage to two themes, of the full text.	<b>Does not connect</b> the passage to prominent themes/ideas at all.	<b>Vaguely or tenuously attempts to connect</b> the passage to themes/ideas of the text.	<b>Clearly links</b> the ideas of the passage to <b>only one</b> distinct theme of the text.	<b>Clearly links</b> the ideas of the passage to <b>two</b> distinct themes of the text.	Successfully links, <b>via nuanced or complex analysis</b> , the ideas of the passage to <b>two</b> distinct themes of the text.
These 4 are general and refer to the writing as a whole.	The student demonstrates basic comprehension of the passage.	Discussion of the passage indicates a <b>misreading or misunderstanding</b> .	Discussion of the passage shows <b>a partial understanding</b> .	Passage discussion <b>includes incorrect details</b> .	Passage discussion is <b>mostly accurate with only minor errors</b> .	Passage is discussed <b>with accuracy</b> .
	The student's written response follows good paragraph structure (has a central claim and all sentences support that claim)	<b>Does not use paragraph</b> structure at all.	<b>Loosely structured by topics but no claim</b> is made and sentences do not connect to the topic.	Central claim is present in paragraphs but <b>sentences do not all connect</b> to topic or the <b>topic is undeveloped</b> .	<b>Mostly</b> follows effective paragraph structure <b>with occasional lapses</b> .	<b>Good structure is evident</b> : central claim is clearly made and all sentences connect to and support that claim.
	The student uses the passage and/or other parts of the text as a source within the writing and includes page numbers.	<b>Has little use of the passage/text and no page numbers</b> are included	Uses the passage/text but <b>shows little awareness of how to do so</b> effectively and page numbers <b>rarely</b> present.	Uses the passage/text but <b>not effectively</b> and <b>often lacks</b> the needed page numbers.	Mostly uses the passage/text effectively but <b>contains some weaknesses</b> and page numbers are <b>sometimes lacking</b>	Uses the passage/text <b>effectively</b> and <b>contains all</b> needed page number citations.
	The student's writing exhibits strong grammar/mechanics/style	Completely <b>incomprehensible</b> ; extremely difficult to read and understand	Contains <b>frequent</b> errors in mechanics, grammar, and phrasing and/or <b>many major errors</b> ; <b>difficult to comprehend</b>	Has <b>some</b> grammar and mechanical errors including <b>some serious ones</b> ; sentences are clear, but <b>structurally repetitive</b> .	Has <b>some</b> mechanical errors, but few serious grammatical ones (serious errors include subject-verb agreement, fragments and run-on sentences); sentences are <b>generally well-written</b> .	Contains <b>no serious grammatical errors</b> and few, if any, mechanical errors; <b>well-constructed sentences</b> with effective transitions.

Note: **This is an assessment rubric.**

Assessment is an act of **description**.

To use this rubric for **grading**, the criteria must be weighted so that writing issues do not appear to be more important than reading-related issues.