

Assignment: Reader Response Rubric

	Exceptional	Proficient	Developing	Needs Improvement	Failing	SCORE
Passage #1: CHARACTER	Student includes a well-chosen passage. The student analyzes the passage, referring to specific words and phrases or key parts of the passage in the response. Paragraph includes what is happening in the scene and SPECIFICALLY how this scene influences the character's growth. Exceptional responses explain the passage in a very developed way and/or link that passage to the larger ideas in the text.	Student includes a well-chosen passage. The paragraph response includes what is happening in the section and how the passage shows character growth/change. Paragraph should refer to a particular quotation or a specific part of the passage in the response and explain SPECIFICALLY how the character changes.	Student includes a well-chosen passage and a paragraph response that includes what is happening in this section of the story and how the character changes or grows. The response is more GENERAL than specific.	Student includes a passage, but the written response may not explain why the passage is important. Paragraph may include only some of the criteria (i.e. may include how character changes but not the situation or vice versa). Paragraph is underdeveloped and needs more explanation.	Student does not choose a passage and/or the written response is underdeveloped, inaccurate, off topic, or unclear.	___/20
Passage #2: IMPORTANT CHARACTER, PLACE, or OBJECT	Student includes a well-chosen passage that focuses on an important supporting character, an important place, or an important object. The written response refers to specific words and phrases from the passage or from elsewhere in the text to explain why this person, place, or thing is crucial to the story and the protagonist's life. Response is thoughtful and well-developed.	Student includes a well-chosen passage. The paragraph response explains why this person, place, or thing is important to the story in general and the protagonist's life. Paragraph should refer to specific parts of the passage.	Student includes a well-chosen passage and a paragraph response that explains on some level why a character, place, or object is important to the story in general and/or the protagonist's life. The response is more GENERAL than specific.	Student includes a passage, but the written response may not explain in a full enough way why the character, place, or object is important to the story or protagonist's life. Paragraph is underdeveloped and needs more clarity or explanation.	Student does not choose a passage and/or the written response is underdeveloped, inaccurate, off topic, or unclear.	___/20
Passage #3: AUTHOR'S STYLE	Student includes a well-chosen passage. The student analyzes how specific parts of the passage demonstrate the author's style. The response breaks down the passage, referring to specific words and phrases and perhaps even linking this to other parts of the text.	Student includes a well-chosen passage. The paragraph response explains the style of the novel by referring to specific parts of the passage.	Student includes a well-chosen passage and a paragraph response that explains the style of the passage in a GENERAL rather than a specific way.	Student includes a passage, but the written response may not explain in a clear or full enough way what the style of the novel is or how this passage helps the reader to understand this style.	Student does not choose a passage and/or the written response is underdeveloped, inaccurate, off topic, or unclear.	___/20
Passage #4: ENDING	Student includes a well-chosen passage. The student analyzes or reflects on the end of the text in a sophisticated way. The response is specific and thoughtful. It should refer to particular parts of the passage and begin to identify the larger theme(s) in the novel.	Student includes a well-chosen passage. The paragraph response addresses the end of the novel in a thoughtful and specific way. Paragraph refers to specific parts of the passage but may not address the larger theme(s) as thoroughly as a top response.	Student includes a well-chosen passage and reflects on the novel in a thoughtful way. The response is more GENERAL than specific.	Student includes a passage, but the written response may not explain in a clear or full enough way why the passage was chosen or how it helps the reader to understand the significance of the ending.	Student does not choose a passage and/or the written response is underdeveloped, inaccurate, off topic, or unclear.	___/20
Grammar, Mechanics, Proofreading, Sentence Clarity, Word Choice, & Organization	Student clearly proofread the piece, and nearly all grammatical errors have been avoided. The writing is clear, varied, and interesting . The organization of the written response enhances the paragraph's ideas.	Student clearly proofread the piece, and the response contains only a few grammatical errors. Overall, the writing is clear and varied. The piece is well-organized.	The response may contain a significant number of grammatical errors. The writing is usually clear, but it may not be as varied as necessary. The piece is organized in a basic way.	The response includes enough grammatical errors that they begin to distract the reader from the ideas of the paragraph. The writing may not always be clear, and the piece could be better organized.	Grammatical errors make it difficult to read the piece. Issues with organization impact the reader's ability to understand of the response.	___/20

TOTAL = _____/100 **A digital copy of the assignment must be submitted to [turnitin.com](https://www.turnitin.com). Your teacher will provide directions during the first week of school.