

Analytic Rubric for Scoring Reading Response (ENG 10)

Reading Comprehension	
<i>The understanding of at least 1 text from the examination and the level of effectiveness of the response with supporting details from the selected text(s).</i>	
4	Demonstrates a thorough understanding of the text(s) offering an insightful response with strong support from the text(s).
3	Demonstrates a clear understanding of the text(s) offering a thoughtful response with relevant support from the text(s).
2	Demonstrates a limited understanding of the text(s) offering a simplistic response with vague and/or minimal support from the text(s).
1	Demonstrates a misreading or significant misunderstanding of the text(s) offering an irrelevant response with minimal or no support from the text(s).
Ideas	
<i>The presence and quality of a main idea; the extent to which the main idea is developed through details; the quality of the details used to support the main idea. Writing must address the prompt.</i>	
4	A main idea is distinct and is developed through vivid and relevant details.
3	A main idea is clear and is developed through relevant details.
2	A main idea is evident and is somewhat developed through details, some of which may be irrelevant.
1	A main idea is not present, or a main idea is not developed with details, or writing does not address the prompt.
Organization	
<i>The extent to which the writing is organized as a whole (external organization); the extent to which the ideas are logically sequenced (internal organization) with a beginning, middle, and ending; the quality of transitional words/phrases.</i>	
4	The writing is skillfully organized with skillful use of varied transitions.
3	The writing is organized with effective use of varied transitions.
2	The writing is somewhat organized with vague or mechanical transitions.
1	The writing is lacking organization; there is little or no evidence of transitions.
Language Use	
<i>The quality of stylistic choices (voice, word choice, variety of sentence lengths and types/syntax) and their impact on the writing. Sentence structure is considered in terms of style, not grammatical correctness as that is assessed under Conventions.</i>	
4	Language use contributes to vivid and skillful writing.
3	Language use contributes to clear and fluid writing.
2	Language use contributes to vague or mechanical writing.
1	Language use contributes to confusing writing, or there is little evidence of language use.
Conventions	
<i>The extent to which the writing demonstrates control over expected grade-level conventions (spelling of commonly used words including homonyms, punctuation, capitalization, and grammatical correctness such as sentence structure, verb tense agreement, noun/pronoun agreement) and their impact on communication.</i>	
4	A variety of consistently correct conventions contribute to enhanced communication.
3	A variety of generally correct conventions contribute to effective communication.
2	Errors in conventions are noticeable, but communication is coherent.
1	Errors in conventions contribute to confusing communication, or there is little evidence of conventions.