

Reading Analysis Evaluation Rubric

How to use this rubric:

This rubric is designed to provide an explanation for the points assigned to the reading analyses.

In order to receive minimum possible points **(50-65 points)** a reading analysis must meet all of the criteria outlined in the **“Competent, Credible, Complete”** section.

For higher points **(65-85 points)**, the draft must meet all of the criteria outlined in the **“Competent, Credible, Complete”** section and one or more of the criteria outlined in the **“Skillful/Persuasive”** section.

To receive highest points **(85-100)**, the draft must meet all of the criteria in **“Competent, Credible, Complete”** and **“Skillful/Persuasive”** and one or more of the criteria described in the **“Distinctive”** section.

Points allocation will be accompanied by written explanation of where I see your work falling into these categories and why, and guidance in terms of how to improve your scores. Under some circumstances you will be invited to rewrite a analysis for a new score, but you can always compose and submit additional analyses for practice and for points **(see Project description: “Compose more analyses for more points—up to 50 points per submission, for a max total of 600 points”)**.

***Note: All 6 reading analyses (2 per unit for units 1, 2, and 3) must be completed for this Project to be “complete.”*

(Key: **Needs Work**, **Good**, **Superior**)

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____ **Competent/Credible/Complete** (50-65)

1. **Unity**

- Contains a center of gravity, a unifying and controlling purpose, a thesis or claim, which is maintained throughout the paper.

*First-year compositions can be organized in many different ways. These papers may have an implicit or explicit thesis—or they may simply have a unifying purpose or theme. In a **unified** paper, every sentence and every word will contribute in some way towards the exposition and development of a single “main” idea. That is, every sentence and every word will relate to the “topic” or the “comment” of the thesis.*

Notice, too, that basic “unity” doesn’t require a particularly great thesis, nor does it require strong coherence. For example, if my thesis were “cats are annoying”—unity would only require that every sentence be somehow relevant to the “topic” (i.e., “cats”) and the “comment” (i.e., “are annoying”). Teachers may need to read between the lines a bit in evaluating a paper for unity—this is a wonderful area for peer review. Sometimes an apparently unrelated sentence, say “Cat’s often have fluffy fur.” may just need a word or two (say a word or two about shedding and allergies) to firmly demonstrate unity.

- Organizes writing around a thesis or according to the organizational requirements of the particular assignment (e.g., summary, narrative, argument, analysis, description, etc.)

Simply put, to “organize writing around a thesis” or other central point means that the essay reveals, under examination, some sort of overall organizational plan or strategy. Could this essay be outlined? Does it have a definite beginning, middle, and end? A clearly organized essay might use logical, spatial, chronological, or even associational order—but the strategy will suit the topic, the audience, and the purpose of the paper.

2. Evidence/Development

- Develops appropriate, logical, and relevant supporting detail and/or evidence.

This criteria asks you to note whether the student used examples and other evidence to support his/her argument or position or idea and whether that evidence is fairly used, accurate, and relevant in supporting his/her points. You are evaluating the quality of evidence and sources here.

- Includes more specific, concrete evidence (or details) than opinion or abstract, general commentary.

This criteria asks you to gauge quantity of evidence. Has the student wasted most of the essay making general statements and assertions about the topic? Or, instead, has he/she used most of his/her words and sentences to clarify and define the argument, giving examples and explaining connections to assertions?

3. Presentation and Design

- Follows *EasyWriter* guidelines for standard English grammar, punctuation, usage, and documentation.

The general rule: 2 or fewer major errors + 4 or fewer minor errors/250-word page OR 6 or fewer minor errors/250-word page. If the student’s paper has more errors than standard described above, the paper is not meeting competency guidelines. If only

one or two pages exceed the limit, you might earn less than 25 points, if 3 or more pages exceed the limit you will earn 15 or less points.

- Meets requirements for length and/or format.

_____ Skillful/Persuasive (65-85)

If you meet all of the competency standards above and, in addition, achieve coherence and exhibit audience awareness, you are writing skillfully and you will earn a grade of "B." (80-89)

4. Coherence

- Uses words and sentences, rhythm and phrasing, variations and transitions, concreteness and specificity to *reveal and emphasize the relationship* between evidence and thesis.

To differentiate "Coherence" from "Unity" you should scale back your frame of reference: is some sort of organizational plan apparent within each paragraph? Has the writer used syntax and diction to create links between thoughts/sentences? Does the writer's use of repetition, parallelism, figures, and rhythm help to emphasize main points OR does the writer's choice of diction and syntax distract the reader from main ideas?

- Explains how, why, or in what way evidence/detail supports point/claim/thesis/topic/ideas.
- Incorporates evidence from outside sources smoothly, appropriately, and responsibly.

Whether the writer adds his/her own details and examples as evidence or incorporates someone else's evidence with quotes and paraphrases, he or she will consistently incorporate and explain all these kinds of evidence. Few quotes will be left "hanging"; instead, they will be imbedded in the writer's own sentences, usually with some explanatory remarks linking the quote to the topic or thesis. Coherence is the difference between a poem, a list, or an outline and a prose paragraph.

5. Audience Awareness

- Demonstrates a sense that the writer knows what s/he's doing and is addressing real people.
- Reflects a respect for values that influence ethos (e.g., common ground, trustworthiness, careful research).

Audience awareness is probably most apparent in a writer's word choice—does the writer show respect and understanding by consistently choosing an appropriate level of formality and technicality? You may also want to examine the writer's choice of supporting of examples and evidence—are they appropriate to the audience? Many sections of SMH are devoted to appealing to specific audiences.

_____ Distinctive (85-100)

If you meet all of the competency standards, achieve coherence and exhibit audience awareness, and, in addition, demonstrate a mastery of one or more features

of superior writing, you are writing distinctively, and you will earn between 85 -100 points

6. Distinction

- Your writing stands out because of one or more of the following characteristics: complexity, originality, seamless coherence, extraordinary control, sophistication in thought, recognizable voice, compelling purpose, imagination, insight, thoroughness, and/or depth.

Essay Grade _____ **+/- Points for special assignment requirements** _____
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_____ **Ineffective**

If your paper does not meet competency standards, either because you have minor problems in all three competence areas (1-3 above) or major problems in one or two competence areas, you will earn fewer than the minimum 50 points, and you should schedule an appointment with me.