**Reading Response Rubric**

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|  | **Below Standard** | **Close to Standard** | **Meets Standard** | **Exceeds Standard** |
| **Require Reading** | The student did not complete the required amount of reading and/or read from an inappropriate-level text | The student has almost completed the required amount of reading or the read from inappropriate-level text. | The student has done the required amount of reading from an appropriate-level text. | The student has done more than the required amount of reading from an appropriate text. |
| **Topic Sentence** | There is no clear topic sentence or the topic sentence does not answer one of the questions. | Topic sentence answers one of the questions but it is not clear exactly which question is being answered because the student does not turn the question into a statement. | Topic sentence states a clear answer to one of the questions from the list, and it is clear which question is being answered because the topic sentence turns the question into a statement. | In addition to answering the question by turning it into a statement, the student also mentioned the title and the author in the sentence. |
| **Details** | The student does not have enough **details** to support his/her point or the details are off topic. No **evidence** from the textis used. | The student may not have enough **details** to support his/her point. There may not be enough **evidence from the text** and there is no attempt to **explain** how evidence supports the point. | The student has at least three **details** that clearly support his/her point. The student uses **evidence from the text** and makes some attempt to **explain** how theevidence supports the point by using follow-up sentences. | The student has at least three details that provide ***strong*** **evidence** from the text to support his/her point. He/she includes a follow-up sentence after each piece of evidence to explain why it supports his/her point. |
| **Concluding**  **Sentence** | There is no concluding sentence. | The concluding sentence begins with “this is why/how” or “these are the reasons” or “this shows.” | Concluding sentence restates the topic sentence using different wording. | The concluding sentence includes a “so what. (Remember a “so what” is explains why your point matters.) |
| **Organization** | Details do not go in any obvious order and the reader gets very confused. | Some details do not go in order in a logical order and the reader might get a bit confused. Some details might be off topic. | All details go in a logical order (time, space, size, place, importance, chain link, etc.) that makes sense and is easy to follow. | All details go in a logical order that makes sense and is easy to follow. The order of details shows a progression of ideas. (Each detail builds on the one before it.) |
| **Transitions** | No transitions are used. | There are transitions but some of them are confusing or inappropriate or there may not be enough transitions. | Transitions clearly show how ideas are connected, but there is little variety. | A variety of thoughtful transitions are used. They clearly show how ideas are connected. |