Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hour: \_\_\_\_\_\_\_ Presentation Date: \_\_\_\_\_\_\_\_\_\_\_\_

CRITICAL READING JOURNAL GRADING RUBRIC

English 10A

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| 90-100A/A- | * Critical reading journals show insightful responses during active, critical, and reflective stages of thinking.
* Notes about the reading experience cover all reading selections and become the springboard for later critical responses.
* Thoughtful journal writings are used consistently and demonstrate probing, questioning, and sharing.
* Journals of this caliber demonstrate growth in reading, writing, and thinking and are supported with examples of writing from a variety of choice reading novels.
* There is evidence that student has worked hard for 4 months to complete the entries.
* The presentation of the critical reading journal demonstrates practice, organization and note preparedness and stays within the designated time limit.
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| 80-89B/B- | * Critical reading journals show responses during all or most of the stages of active, critical, and reflective stages of thinking.
* Notes may be adequate but may not delve into the deep themes of the reading or may only cover some pieces thoroughly.
* Writings may be thoughtful but novels may be summarized without much analysis.
* Growth is evident in reading, writing, and thinking but may only be supported with examples from class work or homework.
* There is evidence that the student has put in some effort over 4 months to complete the entries.
* The presentation is adequately handled but the content and timing could have been improved with practice.
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| 70-79C/C- | * Critical reading journals reflect average work in some or most of the active, critical, and reflective stages of thinking.
* Some of the notes may be adequately written, however, most are summaries of reading selections without the deep thinking required for analysis.
* Minimal growth is evident in reading, writing, and thinking.
* There is limited evidence of 4 months work of work, entries are clearly rushed.
* The presentation is minimally effective without much pre-planning or notice of time.
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| 69-60D/D- | * Critical reading journals reflect substandard work in most of the active, critical, and reflective stages of thinking.
* Few notes are adequately written, and all thinking tends to summarize or list surface thinking, such as character action or conflict.
* It is entirely possible the entries were completed in a few sittings, not consistently over the 4 months of the semester.
* The presentation may have been late or rescheduled because of a lack of pre-planning.
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| 59-00 | * The critical reading journals are minimally prepared and clearly do not demonstrate the scope of 4 months worth of work.
* Student misses or is late for his/her conference.
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Comments and observations: