

Rubric for Reading Journals				
Criteria	Accomplished (6.0-7.0)	In development (5.0-5.9)	Initial (4.0-4.9)	Insufficient (1.0-3.9)
<p>Description of the Reading Experience (4 points per entry)</p>	<p>The student's reading experience is described in a clear and detailed way, and can therefore be understood (and perhaps even related to) by anyone who reads it.</p>	<p>The description of the student's reading experience is for the most part clear and detailed. However, some parts of it are vague and/or general</p> <p>OR</p> <p>it uses some key terms that are ambiguous and/or difficult to understand.</p>	<p>The description of the student's reading experience is vague and/or general</p> <p>OR</p> <p>it is ambiguous and/or obscure.</p>	<p>There is no description of the student's experience</p> <p>OR</p> <p>it is so vague, general, ambiguous and/or cryptic that it cannot be understood by anyone but the student herself shortly after having written it.</p>
<p>Reflection on Its Causes (4 points per entry)</p>	<p>The student reflects upon her reading experience, providing concrete and original insights into the probable causes thereof. In doing so, she displays her capacity for independent thinking, and her awareness of the formal characteristics of the literary text and/or the social issues transacted in it.</p>	<p>The student's reflection provides insights into the probable causes of her reading experience. However, their relation to the literary text is not completely spelled out</p> <p>OR</p> <p>some parts of the reflection are not altogether consistent with the literary text.</p>	<p>The student's reflection puts forward possible causes of her reading experience, but their relation to the literary text is not explained (and therefore has to be inferred by the reader)</p> <p>OR</p> <p>some parts of the reflection are inconsistent with the literary text.</p>	<p>No causes of the student's reading experience are proposed</p> <p>OR</p> <p>the reflection as a whole is inconsistent with the literary text.</p>
<p>Referencing (1 point per entry)</p>	<p>The passage that produced the effect on the student is correctly referenced at the beginning of the entry, using MLA (7th edition) guidelines. In addition, its first and last sentences are quoted to indicate where the passage starts and ends.</p>	<p>The reference does not strictly comply with MLA guidelines</p> <p>OR</p> <p>the quoted sentences or phrases fail to make clear where the passage starts and ends.</p>	<p>There is inaccurate or missing information in the reference of the passage</p> <p>OR</p> <p>no quotation is provided to indicate the beginning and the end of the passage.</p>	<p>There is no reference</p> <p>OR</p> <p>it does not contain enough information to identify the edition of the text used.</p>
<p>Grammar and Spelling (1 point per entry)</p>	<p>The entry is grammatically correct and has no spelling mistakes.</p> <p>The student writes complete and concise (i.e. not excessively complex) sentences, which are clearly linked to each other using logical connectors when necessary.</p>	<p>The entry has few minor spelling or grammatical mistakes, which do not affect its reading or meaning.</p>	<p>The entry has several minor spelling and/or grammatical mistakes</p> <p>OR</p> <p>few major mistakes that make its reading difficult.</p>	<p>The entry has several major spelling and/or grammatical mistakes.</p>