Critical Reading Assignment Grading Rubric

A
Excellent in all or nearly all aspects of the assignment; exceeds minimum requirements in most cases. Demonstrates well-developed critical reading skills by precisely and completely labeling the relevant components of argumentation specified in the prompt. Written in the student’s own words, the summary offers a sophisticated explanation of the scholar’s argumentation; it is comprehensive, specific, clearly written, well-paraphrased and well-organized. Student uses citations appropriately, if/when needed. Paper is relatively free of errors.

B
Meets, and at times exceeds, the basic requirements of the assignment (see C category below). Student demonstrates a good, if not always precise, understanding of the scholar’s method of argumentation. Student identifies the relevant components of argumentation with annotations, although there might be some minor errors. Written in the student’s own words, the summary is complete and offers a sound explanation of the scholar’s argumentation, although there may be some problems with clarity, lack of specificity, and/or organization. Student uses citations appropriately when needed. Paper is free of major errors.

C
Minimally meets all of the basic requirements of the assignment. Student has printed out and submitted a copy of the assigned source with annotations written in the margins. Student attempts to correctly label the components of the argument, but there may be some errors. Annotations demonstrate a basic understanding of the content of the essay (what the author says) and the scholar’s argumentation (what the author does). Student submits a two-page summary that meets the minimum page requirements and offers a basic, although problematic, explanation of the overall content of the essay and of the scholar’s argumentation. The summary is in the student’s own words (no sentence-length quotations); in most cases, student uses citations appropriately when needed. Writing lacks clarity and/or is somewhat problematic/awkward.

D
Minimally meets some, but not all, of the basic requirements of the assignment (see C Category above). Student does not demonstrate a basic understanding of the source nor of the scholar’s method of argumentation. Minimal attempt is made to label the components of the scholar’s argument in the annotations, and there are many errors in these components. Minimal attempt is made to provide a summary of the content of the source and the scholar’s argumentation in the student’s own words; the summary contains one or more sentence-length direct quotations or strings of unmarked verbatim text matches. Minimal attempt at citing throughout the summary. Student uses outside sources. Summary is poorly organized, too short, and/or writing is problematic. Paper contains numerous writing errors that impede comprehensibility.

F
Meets few, if any, of the basic requirements of the assignment. Student does not demonstrate a basic understanding of the content of the source, nor of the scholar’s argument. Student makes no or minimal attempt to label components of scholar’s method of argumentation. Student makes minimal or no attempt to summarize the scholar’s method of argumentation; summary contains several direct quotations (marked or unmarked). There are numerous and significant errors in annotations and/or summary. Paper is significantly too short. There are very minimal or no citations. Student uses outside sources extensively. Writing is poorly organized and incomprehensible.

Standard Deductions. The MMW Style Sheet explains the standard deductions for common problems including formatting issues, page number limitations, spelling/grammar problems, documentation errors, etc.

Rubric key = If one or more of the basic requirements (see bolded criteria in C grade) is missing, the grade should be reduced by one full letter grade.