

Scoring Rubric: Response to Literature

	5	4	3	2	1
Organization	The response begins with a clear topic sentence (in a paragraph) or a clear thesis statement (in an essay) that identifies the work by title, author, and genre, and states an overall response to the work. The body explores the overall response through expressing thoughts and feelings, by giving reasons, and by supporting points with examples from the work. The conclusion leaves the reader with a question, a quotation, a fresh insight, or another memorable impression.	The response begins with a topic sentence (in a paragraph) or a thesis statement (in an essay) that identifies the work by title and author and states a response to the work. The body explores the response through expressing thoughts and feelings. Some reasons are explored and supporting examples given. The conclusion brings the response to a satisfactory close.	The response begins with a topic sentence (in a paragraph) or a thesis statement (in an essay), but the sentence may not identify the work by title, author, and genre or state an overall response to the work. The body explores the response, but more thoughts, feelings, reasons, and specific examples from the work are needed. The conclusion may be weak or repetitive.	The response does not begin with either a topic sentence (in a paragraph) or a thesis statement (in an essay), and the writer fails to identify the work by title, author, and genre. The overall response is unstated, unclear, or unsupported. No organizational plan is evident.	Needs to be redone.
Elements of Responses to Literature	The purpose of expressing feelings and thoughts, and thereby deepening the writer's and the reader's understanding of the work, is achieved. The response summarizes the work as needed to clarify main points but does not retell the work. Word choice is consistently precise, vivid, or expressive.	The writing offers some degree of new insight into the work. The response summarizes the work to clarify main points but may also unnecessarily retell the work. Word choice is generally precise.	The writing does little to deepen the writer's or the reader's understanding of the work. The response may also unnecessarily retell the work or fail to summarize when necessary. Word choice is vague.	The writing does not deepen the writer's or the reader's understanding of the work. The response unnecessarily retells the work or fails to summarize when necessary. Words are misused or create confusion.	Needs to be redone.
Grammar, Usage, Mechanics, and Spelling	There are few or no errors in mechanics, usage, grammar, or spelling. Titles of works are correctly punctuated throughout.	There are some errors in mechanics, usage, grammar, or spelling. Titles of works are correctly punctuated.	Several errors in mechanics, usage, grammar, or spelling make it difficult to understand parts of the response. Titles of works are not correctly punctuated.	Numerous and serious errors in mechanics, usage, grammar, or spelling make it difficult to understand the response. Titles of works are not correctly punctuated.	Needs to be redone.