## ASSESSMENT RUBRIC 15

### RESPONSE JOURNAL

**NAME:** ________________________________  
**DATE:** ________________________________

**NOTE:** Select only those categories/criteria that are appropriate to the assigned task.

<table>
<thead>
<tr>
<th>Categories/Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
</table>
| **KNOWLEDGE / UNDERSTANDING** | — demonstrates **limited understanding** of information, ideas, concepts, and/or themes in text  
— **has difficulty** comparing how different authors use diction and syntax to develop their ideas and themes  
— **has difficulty** explaining how author uses different stylistic devices to achieve particular effects | — demonstrates **some understanding** of information, ideas, concepts, and/or themes in text  
— compares in **simple** ways how different authors use diction and syntax to develop their ideas and themes  
— explains in a **simple** way how author uses different stylistic devices to achieve particular effects | — demonstrates **clear understanding** of information, ideas, concepts, and/or themes in text  
— compares how different authors use diction and syntax to develop their ideas and themes  
— explains how author uses different stylistic devices to achieve particular effects (e.g., use of oxymoron) | — demonstrates thorough and insightful understanding of information, ideas, concepts, and/or themes in text  
— compares in a **sophisticated** way how different authors use diction and syntax to develop their ideas and themes  
— explains in a **sophisticated** way how author uses different stylistic devices to achieve particular effects |
| **THINKING / INQUIRY** | — uses **little** information from a text to support personal interpretations  
— **has difficulty** comparing personal ideas and values with those in a text  
— **has difficulty** analyzing and synthesizing ideas and information from a text, and communicating them  
— **has difficulty** accepting and/or recognizing the varying responses of different readers to the same text  
— **has difficulty** understanding how culture and history influence the ideas and theme in a text  
— **has difficulty** comparing the elements of one text with those of another  
— **has difficulty** comparing the ideas and theme of one text with those of another | — uses **some** information from a text to support personal interpretations  
— makes **simple** comparisons between personal ideas and values with those in a text  
— analyzes in **simple** ways ideas and information from a text, synthesizes them, and communicates them  
— responds in **simple** ways to the varying responses of different readers to the same text  
— explains in **simple** ways how culture and history influence the ideas and theme in a text  
— compares in **simple** ways the elements of one text with those of another  
— compares in **simple** ways the ideas and theme of one text with those of another | — uses **specific** information from a text to support personal interpretations  
— compares personal ideas and values with those in a text  
— analyzes ideas and information from a text, synthesizes them, and communicates them  
— responds positively to the varying responses of different readers to the same text  
— explains how culture and history influence the ideas and theme in a text  
— compares the elements of one text with those of another (e.g., similarities and differences between main characters in two texts)  
— compares the ideas and/or theme of one text with those of another | — uses **rich and detailed** information from a text to support **insightful** personal interpretations  
— compares in **insightful** ways personal ideas and values with those in a text  
— analyzes in **insightful** ways ideas and information from a text, synthesizes them **skillfully** and communicates them  
— responds **positively and insightfully** to the varying responses of different readers to the same text  
— explains in **insightful** ways how culture and history influence the ideas and theme in a text  
— compares in **sophisticated** ways the elements of one text with those of another |

---

**Copyright © 2002 Nelson Thomson Learning**  
This page may be reproduced by the purchasing school for classroom use.
STUDENT SELF-ASSESSMENT CHECKLIST 15

RESPONSE JOURNAL

NAME: ________________________________________________ TERM: _______________

Record the date each time you use this checklist. Make a check mark under the date when you are able to reply “Yes” to the question.

Enter the date each time you use this checklist to assess your readiness for writing in a response journal. Place a checkmark under the date when you are able to reply “Yes” to the question.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have I shown a clear understanding of information, ideas, concepts, and/or themes in a given text?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have I compared how different authors use diction and syntax to develop their ideas and themes?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have I explained how an author uses different stylistic devices to achieve particular effects?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have I used specific information from a text to support my personal interpretation of that text?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have I compared my personal ideas and values with those found in a text?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have I analyzed and synthesized ideas and information from a text and communicated them in my own words?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have I responded positively to different responses of different readers to the same text?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have I explained how culture and history influence the ideas and theme in a text?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have I compared the elements of one text with those of another?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have I compared the ideas and/or themes of one text with those of another text?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary of Things I Need to Work On

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________