**Ongoing Dialectical Journal Rubric**

Requirements:

* 15 entries per week, 5 of which must be vocabulary
* The entries must be varied—each entry should expand upon your knowledge and interpretation of the work. (i.e. you should not have 5 entries on symbolism alone). See attached document for options of analysis**.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Critical Reader** | **Connected Reader** | **Thoughtful Reader** | **Literal Reader** | **Developing Reader** |  |
|  | **10** | **9** | **8** | **7** | **6** |  |
|  |  |  |  |  |  |  |
| **Quotations &** | Detailed, meaningful. | Less detailed but still good. | Few good details. Trouble | Poor if any details. | Never includes ideas |  |
| **Critical** | Explain the quotation in | Explain the quotation in | including ideas about the | Rarely includes ideas | other than superficial |  |
| **Thinking** | terms of a larger or universal | the text and show some | quotation in terms of the | about the quotation in | interpretation. |  |
| significance, as aspect of self | ability to make meaning | context. | the written response. |  |  |
|  |  |  |
|  | or life in general. | from what you read. |  |  |  |  |
| **Interpretation** | Thoughtful, avoids clichés. | Intelligent, discusses | Vague, unsupported, | Unable to understand | Makes few/no |  |
|  | You consider different | theme. You can explain | drawn-out plot summary. | meaning of story. Doesn’t | connections, no |  |
|  | possible interpretations | the general significance of | Simple, superficial |  reach obvious connections to  | development. |  |
|  |  of the selection. | the text beyond the facts. | interpretation of the text. | the text.  |  |  |
| **Literary** | Discusses diction, imagery, | Includes literary elements | Lists literary elements but | Few literary elements, | Regards author’s style as |  |
| **Elements &** | syntax, etc and how these | but doesn’t explain how | little discussion of | almost no discussion | impediment to further |  |
| **Style** | contribute to meaning. | they contribute to meaning. | meaning. Identifies limited | of meaning. | understanding. |  |
| Shows appreciation for the | Identifies several aspects | aspects of author’s style. | Disregards author’s |  |  |
|  |  |  |
|  | author’s style, draws | of author’s style, analysis |  | style as means to |  |  |
|  | inferences from figurative | supported. |  | further meaning. |  |  |
|  | language |  |  |  |  |  |
| **Questions and** | Insightful, personal | Some personal | Few connections, obvious | Few connections, no  | No attempt to question |  |
| **Connections** | connections, thought- | connections, questions | question. Raises only | questions. You are sometimes |  |  |
|  | provoking questions | arise from text | simple questions about the | confused by unclear or  |  |  |
|  |  |  | text. | difficult sections of the text.  |  |  |
| **Coverage of** | Covers text thoroughly. | Covers important parts | Covers most parts, but | Minimal coverage. | Little if any coverage. |  |
| **Text:** | You can “read” between the | thoroughly. You can | omits details necessary to | You accept the text | You find the text |  |
| **Understanding** | lines” to carry on an on- | construct a thoughtful, | make connections to your | literally without | confusing, but you don’t |  |
| going dialogue with the | believable interpretation of | own past experiences, | thinking of different | attempt to figure it out. |  |
|  |  |
|  | text: question, agree, | the text. Explain why you | feelings, or knowledge. | possibilities in |  |  |
|  | disagree, appreciate, object | agree or disagree with text |  | meaning. |  |  |
|  |  | by providing support. |  |  |  |  |
| **Presentation** | Neat, organized, looks | Neat and readable, follows | Neat but hard to read, | Neat but hard to read, | Hard to read, doesn’t |  |
|  | professional, follows | some directions | follows some directions | doesn’t follow | follow directions |  |
|  | directions |  |  | directions |  |  |
| **Vocabulary** | Includes 5 vocabulary entries, with difficult, odd, or interesting words; their definitions, and an example sentence.  | Includes 5 vocabulary entries, but one may be incomplete | Includes 4 vocabulary entries, and may or may not be complete | Includes 3 vocabulary entries which may or may not be complete | Includes 3 or less vocabulary entries which are not complete.  |  |