

CATEGORY	4	3	2	1
<b>Literary Element</b>	Article addresses the literary element chosen throughout its length and evaluates its role in the story.	Most of the article addresses the literary element chosen, though at time outside observations or insights are tossed into the reflection.	Article touches upon the literary element chosen but strays into other topics for much of its length. Content does not suggest that student has grasped this element's role in the book.	Article does not choose a clear literary element and has not proved that the student has a grasp of its role in the book.
<b>Directions</b>	Article clearly meets length requirement, explains at the beginning what the article is about, and includes a properly formatted works cited entry at the end of the article.	Article hovers around the length requirement, includes a brief mention of the article's topic, and attempts to cite the book, though there may be minor mistakes in the formatting of the works cited entry.	Article falls short of the length requirement, may not include either the mention of the article's topic or the works cited entry.	Article is short and does not include the explanation of the topic or the works cited entry.
<b>Spelling, Grammar, Language conventions</b>	Article has clearly been proofread and contains no more than one or two small mistakes in language convention. The tone of the article is formal and resembles a printed assignment.	Article contains a couple mistakes of language convention, but appears to have been proof-read and attempted to use a formal tone.	Article contains a handful of mistakes and lapses into an "IM" style tone at times.	Article is extremely informal in tone and is littered with grammatical and conventional mistakes.
<b>Evidence of Reading</b>	Student clearly read the book and proves it by citing specific details and/or quoting the text.	Student appears to have read the book but cites specific details only a few times and may not have quoted the text more than once.	Student may or may not have read the book - a lack of specific details and quotes makes it hard to tell whether the text was read, skimmed, not finished, or whether an outside source was used instead.	Student clearly has not read more than a few pages of the text.
<b>Evaluation of the Book</b>	Article clearly illustrates the student's thinking, showing how the student pushes for a greater understanding of the book's elements.	Article mostly evaluates the text and if it trails into plot summary, it eventually returns to evaluation. Article shows that the student is digging for a greater understanding of the book, as comments and opinions are followed with explanations.	Article struggles with plot summary, often lapsing into it instead of evaluation. When evaluating, the article mostly contains the student's opinion about events and little follow-up explanation, rather than probing thinking.	Article engages in nominal evaluation, stating opinions or summarizing plot, but never following these statements with explanations.