

AQB MAT Program – Rubric for the first assignment in a four assignment sequence that supports reading and writing for final research papers – the Academic and Classroom Research Projects. Adapted from the AACU Reading Value Rubric for undergraduate education: <http://www.aacu.org/value/rubrics/Reading.cfm>

Rubric for an Analytic Response Paper to a Research Article

	Mastery	Competency	Developmental	Emerging
Comprehension in-text: an effect of close and careful reading and reflection.	<p>Demonstrates a deep and effective understanding of the text by being able to:</p> <ul style="list-style-type: none"> • State the central purpose of the text, • Summarize the core argument(s) or theme(s), • Discuss the kinds and uses of evidence, • Elaborate on the implications of the article within the field, and • Raise questions or challenge the author’s central thesis, argument, etc. 	<p>Demonstrates practical understanding of the text by being able to:</p> <ul style="list-style-type: none"> • Identify the central focus or intent of the text, • Explain key points in the author’s argument that justify the focus/intent, • Recognize the kinds and uses of evidence, and • Frame questions about the text that suggest further investigations and study. 	<p>Demonstrates emerging skills as a reflective reader of the text by being able to:</p> <ul style="list-style-type: none"> • Identify key issues or questions that the text is addressing, • Make logical connections between textual content and key issues/questions, • Recognize how data or ideas are used to justify connections or answer questions, and • Describe reader reflections on the challenges and understanding provided by the text. 	<p>Still working towards effective reading of the text and demonstrates initial capacities to:</p> <ul style="list-style-type: none"> • Identify and understand key vocabulary and terms, • Recognize organizational and structural aspects of the text that facilitate comprehension, • Create questions that guide further reading and identify areas of need for the reader, • Understand how this text is important to the content of the course of study.

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<p>Comprehension in-context: an effect of applying knowledge of other readings and ideas to the work of comprehension.</p>	<p>Demonstrates broader knowledge in the field by being able to:</p> <ul style="list-style-type: none"> • Evaluate the value and/or contribution of the text within the field, • Connect the text to prior work in the field in ways that recognize foundational ideas/prior research, and • Explains implications for future knowledge and/or applications. 	<p>Demonstrates basic knowledge in the field by being able to:</p> <ul style="list-style-type: none"> • Explain why this text is important to the field of study, • Connect the text to other ideas being studied in the course, and • Discuss and/or question the value and implications of the text beyond the context of the course of study. 	<p>Demonstrates developing knowledge in the field by being able to:</p> <ul style="list-style-type: none"> • Explain the importance of the text to reader understanding in the course, • Connect the text to reader experiences in the field, • Describe how this text has value to learning goals within the course of study. 	<p>Beginning to make connections beyond the text by being able to:</p> <ul style="list-style-type: none"> • Explain how this text might be important to student learning in the course or applications in the field, • Frame questions about why this text matters, and • Identify links between the text and other course content.
<p>Organization: an effect of successive drafts resulting in a well-sequenced and logical presentation of ideas that constitutes the written response.</p>	<p>Demonstrates compositional fluency:</p> <ul style="list-style-type: none"> • Clear beginning and ending, • Paragraphs have points, • Logical sequencing of ideas, • Central argument or response is 	<p>Demonstrates basic compositional skills:</p> <ul style="list-style-type: none"> • Introduction and conclusion are present but would benefit from revision, • Most paragraphs have points, • Inconsistent sequencing of ideas, 	<p>Demonstrates beginning compositional skills:</p> <ul style="list-style-type: none"> • Opening and closing lack succinct focus, • Paragraphs may have multiple or no points, • Sequencing of ideas lacks organizational focus, 	<p>Demonstrates lack of compositional skills:</p> <ul style="list-style-type: none"> • No clear opening or closing, • Paragraphs lack focus and/or represent multiple ideas, • Sequencing of ideas is not readily evident,

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	evident from start to finish.	<ul style="list-style-type: none"> • Central argument or response is generally evident from start to finish. 	<ul style="list-style-type: none"> • Argument or response is not always clear as an organizing element. 	<ul style="list-style-type: none"> • Argument or response is not evident as a focus or purpose for the writing.
<p>Use of language and academic standards: an effect of successive drafts and revisions that apply conventional standards of grammar, clarity, and academic honesty.</p>	<p>Demonstrates fluency in academic language and conventions:</p> <ul style="list-style-type: none"> • No errors in spelling, usage, grammar syntax, punctuation, • Use of academic vocabulary in appropriate contexts, • Sentences are clear and well constructed, and • Proper use and format of paraphrasing, quotes, citations, and references. 	<p>Demonstrates effective skills in academic language and conventions:</p> <ul style="list-style-type: none"> • Minor errors in spelling, usage, grammar syntax, punctuation, • Use of academic vocabulary in appropriate contexts is generally consistent, • Sentences are mostly clear and well constructed, and • Minor errors in use and format of paraphrasing, quotes, citations, and references. 	<p>Demonstrates effective skills in academic language and conventions:</p> <ul style="list-style-type: none"> • Regular and/or consistent errors in spelling, usage, grammar syntax, punctuation, • Uses academic vocabulary infrequently or in contexts that are sometimes inconsistent with meaning, • Sentences are often not clear or well constructed, and • Consistent errors in use and format of paraphrasing, quotes, citations, and references. 	<p>Demonstrates effective skills in academic language and conventions:</p> <ul style="list-style-type: none"> • Significant errors in spelling, usage, grammar syntax, punctuation, • Uses academic vocabulary rarely or in contexts that are frequently inconsistent with meaning, • Sentences are generally not clear or well constructed, and • Plagiarism is evident.