

Basic information	A	B	C
Author Context/Background	Provides information about the author and demonstrates how the information helps readers understand the text	Provides information about the author but does not fully connect this information to the text	Does not provide information about the author
Main topics/ideas/arguments	States the main topic and thesis, paying attention to different components of the arguments	States the main topic, but does not clearly state the thesis and/or does not examine sub-arguments that support it	Does not clearly indicate the topic or focus of the text, and does not state the argument
Methods/Research Process/Evidence	Examines examples of the author's evidence and research process and explains how that supports the key arguments (or doesn't support them)	Mentions the methods and/or evidence; does not explore them in relation to the thesis	Does not connect author's background or main thesis/argument to the research process or evidence used
Close Textual Readings			
Examining passages that clarify	Points to several specific passages that exemplify key points in reading and discusses them in relation to the text's arguments	Highlights some specific passages without directly connecting them to key themes/ideas	Does not direct class to specific passages, or does so without indicating any connection to their significance/purpose

Examining passages that are confusing	Does not shy away from confusing passages; addresses them and constructively tries to interpret through class discussion	Identifies confusing passages but does not attempt to clarify them	Ignores substantial portions of the article (possibly because of their difficulty)
Examples/Application			
Ancillary materials (clips, images, other outside sources)	Brings in several multimedia examples to use as talking points, as challenges to the text's argument, or in support of the text's argument	Brings in some multimedia examples but does not clearly connect them to the key points in the reading	Does not bring in outside examples, or mentions them without offering some way of presenting them to the class
Discussion points			
Asking compelling questions	Asks thoughtful and provocative questions that draw out class members and enable application of article and development of discussion	Asks yes or no questions that do not allow for substantial development in discussion	Asks few to no questions