



TOOL // Reading Journal Response Rubric

What is the tool?

ROPES Journal and Rubric

What is it used for?

This approach supports the student in developing the ability to write well supported responses to their reading.

How do you use it?

The teacher uses the acronym, ROPES to model with students how to write well supported responses in reading; R – Restate the questions, O-opinion or fact to support the answer, P-proof from the text, E – example or experience to support the answer, S- Summarize your response. Once the teaching/modelling of each part has occurred the students are given a reading response journal and each week they are to use to the questions assigned to write a ROPES response to anything they read that week in their journal. The rubric is glued in the back of the journal and used to guide assessment. Rather than levels the rubric identifies the categories of Communication and Thinking and uses four levels; WOW!, Good Job!, Getting There!, Attention Needs to be Given To...

ROPEs Rubric

	A "WOW"	B Good job!	C Getting there!	D <i>A little more attention needs to be given to...</i>
Communication	<p>-ideas are clear and detailed, thoughtful, and effectively communicated</p> <p>-question restated in the answer</p>	<p>-ideas are clear and easily understood</p> <p>-question restated in the answer</p>	<p>-ideas are communicated</p> <p>-part of the question restated in the answer, but not enough to be clear</p>	<p>-difficult to understand the ideas</p> <ul style="list-style-type: none"> • Mechanics problems • Too many ideas <p>-answer is a complete sentence, but question is not restated</p>
<p>Thinking/Inquiry:</p> <p>"O" – opinion (or fact)</p>	-opinion/fact thoughtfully explained	-opinion or fact is clearly stated	-opinion/fact stated with some clarity	-opinion/fact present but difficult to decode
<p>Thinking/Inquiry:</p> <p>'P' – proof</p>	<p>-proof expands on opinion/fact</p> <p>-opinion/fact confidently and effectively supported</p>	<p>-proof backs up opinion or fact</p> <p>-proof is from the text (if answering a question about a text)</p> <p>-proof mentions the text by name (if answering a question about a text)</p>	<p>-proof does not back up opinion or fact, but on the same topic</p> <p>-proof does not mention the text by name (if answering a question about a text)</p>	<p>-proof does not back up opinion or fact and is off topic</p> <p>-proof is not from the text (if answering a question about a text)</p>
<p>Thinking/Inquiry:</p> <p>'E' – experience, example (or connection)</p>	<p>-thick connection</p> <p>-confidently expands on opinion/fact and demonstrates understanding of topic</p> <p>-explains how connection relates to opinion/fact</p>	<p>-connection or example backs up opinion or fact</p> <p>-mentions text by name (if it is a self-to-text connection)</p>	<p>-connection or example does not back up opinion or fact, but on the same topic</p> <p>-does not mention text by name (if it a self-to-text connection)</p>	<p>-connection or example does not back up opinion or fact, and is off topic</p> <p>-thin connection (brief, does not help prove opinion/fact)</p>

R - Restate the question **O**-opinion or fact to support the answer **P**- proof from the text, **E** – example or experience to support the answer,
S- Summarize your response