

# Annotation Rubric

Student's Name: \_\_\_\_\_

Text: \_\_\_\_\_

	Quality of Annotations	Teacher Comments
<b>5</b>	The text is <b>extensively</b> annotated with <b>copious</b> margin notations. The annotations demonstrate a <b>comprehensive and thoughtful reading</b> . The margin notes show that the reader has proficiently <b>analyzed</b> the text, made <b>insightful connections</b> and <b>drawn valid conclusions</b> . Notations are <b>balanced</b> and show <b>deep reading</b> and <b>thinking</b> . All of the text is addressed.	<p>Student annotations should reflect comprehension, inference and depth/breadth of interaction with text.</p> <p>Based on text type, the following types of responses should be evidenced in annotations:</p> <ul style="list-style-type: none"> <li>• Questions</li> <li>• Reactions and Analysis</li> <li>• Opinions</li> <li>• Locating important passages / key evidence or ideas</li> <li>• Connections including those to other sources/accounts of this topic</li> <li>• Key words or phrases including figurative, connotative and specific word choices of the writer</li> <li>• Themes or Central Ideas</li> <li>• Summaries</li> <li>• Predictions and Inferences</li> <li>• Challenges of author's bias/assumptions</li> <li>• Identification of author's strategies: Development of events or characters OR structure and development of argument</li> <li>• Writer's Style: Tone, POV, Facts v. Opinions, Rhetorical/ Persuasive Devices</li> <li>• Purpose of Writer's Choices</li> <li>• Other</li> </ul>
<b>4</b>	The text is <b>adequately</b> annotated with margin notations. The annotations demonstrate that the reader understands the text <b>beyond</b> the <b>literal level</b> . The margin notes show that the reader has <b>analyzed</b> the text, made <b>some connections</b> and drawn <b>some conclusions</b> . Notations are <b>balanced</b> and show <b>some deep reading</b> and <b>thinking</b> . Most to all of the text is addressed.	<p><b>RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.8, RL.9.10.9, RL.9-10.10, W9-10.4, W9-10.7, W9-10.10</b></p> <p><b>RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6, RL.11-12.8, RL.11-12.9, RL.11-12.10, W11-12.4, W11-12.7, W11-12.10</b></p> <p><b>Teacher's Comments:</b></p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>
<b>3</b>	The text is annotated with <b>some</b> margin notations. The annotations are <b>basic</b> and consist mainly of <b>plot driven questions or literal ideas</b> . Annotations indicate a <b>basic understanding</b> of the text. The reader has been able to make <b>one or two connections</b> , but has been unable to use the text to draw valid conclusions. Notations are <b>unbalanced</b> and <b>only half of the text</b> is addressed.	
<b>2</b>	The text is underlined in appropriate places, but there are <b>very few</b> margin notes making it difficult to evaluate how well the reader understood the reading. Notes are <b>illogical and not balanced</b> . <b>Only one quarter of text</b> has been glossed. <b>Insufficient length and depth</b> in comments	
<b>1</b>	Significant parts of the text are completely <b>unmarked</b> . There are <b>no margin</b> notes, only underlined text.	
<b>0</b>	The text is completely unmarked.	