**Summer Reading Annotations Rubric**

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| **Little Evidence**  **1** | **Approaching Standard**  **2** | **Adequate Annotations**  **3** | **Effective Annotations**  **4** |
| The student annotates too few sections of the text.  The meanings of the student’s annotations are not clear to the reader.   * The student’s notes do not show understanding of the text in a way that is clear to the reader. * The student’s notes are limited to highlighting without annotating the highlights. * The student’s annotations are limited to personal responses. | The student annotates some of the scope of the text, though some lapses in legibility may occur.  The student’s annotations are sometimes difficult for the reader to understand what he/she was thinking as he/she read.   * The student’s annotations are limited to personal responses or paraphrase more than analysis. * The student may not focus his/her responses on cultural qualities in the text. * The student does not note some obvious symbolism, imagery, tone, or theme elements used by the writer. * Student does not identify some obvious figurative language/rhetorical strategies at work in the passage. * The student does not attend to main points/claims over the scope of the whole work. | The student annotates the majority of the scope of the text on a variety of levels.  The annotations make clear to the reader what the writer was thinking as s/he read.  The annotations attend to a variety of levels of thinking. For instance, the student:  Level one:   * notes important main points/claims (particularly regarding culture) over the scope of the whole work * identifies literary symbols * identifies significant images * identifies most of the figurative language/rhetorical strategies in the passages * notes tone/connotatively charged diction * comments on the form/format/structure and shifts in style/structure   Level two:   * identifies the function of language/rhetorical strategies in the passages * identifies the function of the style/structure * makes inferences * evaluates the author/character’s arguments/claims and may challenge these claims   Level three:   * notes personal responses/emotional connections * asks questions and theorizes answers * makes connections outside of the text * notes universal human behaviors, themes | The student meets all of the expectations in the Adequate Annotations column, PLUS:  The student annotates the text with clear, thorough insight and apt observations.  All of the annotations are easily interpreted by the reader.  The student pays particular attention to analyzing the function of figurative/ rhetorical strategies at work in the passage.  The student recognizes patterns and identifies complicated themes at work in the text. |