Freshman English

**Annotation Scoring Guide**

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| Uses a wide variety of clear, meaningful responses.  Includes several responses that move toward deeper meaning (author’s craft, reflections, etc.).  Includes a clear, strong end note summarizing the chapter and commenting on the significance of it (“so what”). | Uses clear, meaningful responses, but may need to include a wider variety.  Includes some responses that move toward deeper meaning (author’s craft, reflections, etc.).  Includes an end note summarizing the chapter and commenting on the significance of it, but could add depth to the “so what.” | Uses little variety of responses.  Includes few responses that move toward deeper meaning (author’s craft, reflections, etc.).  Many responses are surface level.  Includes some comments at the end of the chapter, but summary or significance (“so what”) may be incomplete. | No variety in responses.  Does not include responses that move toward deeper meaning (author’s craft, reflections, etc).  Does not include end notes. |
| Important information is clearly underlined and/or highlighted.  Thoughtful margin comments are made for all marked portions of the text.  Comments clearly indicate why the reader thought these details were important. | Important information is underlined and/or highlighted.  Thoughtful margin comments are made for most marked portions of the text.  Some comments indicate why the reader thought these details were important. | Some important information is underlined and/or highlighted, but reader may have superfluous information included or may have large gaps in the notations.  Margin comments are made for few marked portions of the text.  Comments may not indicate why the reader thought these details were important | Little important information is underlined and/or highlighted.  Reader has a lot of superfluous information included.  Does not include margin comments.  Comments do not indicate why the reader thought these details were important. |
| The number and types of annotations show that the reader is actively involved in making meaning of the text*.* | The number and types of annotations show that the reader is somewhat involved in making meaning of the text*.* | Some of the annotations to show that the reader is involved in making meaning of the text*,* but there is an inconsistency. | Few of the annotations show that the reader is involved in making meaning of the text. The reader needs to add to the number and types of annotations. |
| Reader annotates thoroughly and consistently throughout the entire text. | Reader annotates fairly thoroughly and consistently throughout the text, but might need to add to a few sections. | Reader is inconsistent with annotations. Many sections need more thorough annotations. | Reader needs to add to the annotations; large sections are missing annotations. |