|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Element** | **4****Advanced** | **3****Proficient** | **2****Partially Proficient** | **1****Unsatisfactory** |
| **Summary** | * Summary demonstrates the ability to paraphrase significant details that get down to the bare essentials of the text
 | * Summary includes a clear main idea with important details that are organized in a logical way
 | * Summary attempts to include a main idea but is unclear and/or lacks critical details. Details may be presented in random order
 | * Summary lacks main idea or demonstrates little/no understanding of the text
 |
| **Question** | * Question extends thinking beyond the immediate text and links to theme/significance
 | * Question gets into the why of the text and shows thinking
 | * Question is based on basic understanding of the text
 | * Question is one word or symbol and/or does not show what the person is thinking
 |
| **Connection** | * Connection links background knowledge and examples from the text to deepen meaning and comprehension
* Relates connection to inferred idea, theme, or symbol
 | * Connection links background knowledge and examples from the text to deepen meaning and comprehension
* Connection is significant yet literal/obvious
 | * Connection mentions what the text relates to but is not convincing how it leads to deeper meaning and understanding
 | * Connection does not relate to the text
 |
| **Inference** | * Reasonable inference thoroughly supported with background knowledge and connections
 | * Reasonable inference with limited support from background knowledge and/or connections
 | * Reasonable inference with no support
 | * Exact information from the text; support listed does not match; OR inference is unreasonable
 |
| **Literary Devices** | * Literary device is accurately labeled and thoroughly explained
 | * Literary device is accurately labeled and satisfactorily explained
 | * Literary device is accurately labeled but not correctly explained
 | * Literary device is not accurately labeled and is not explained
 |

**Annotation Rubric**

**Annotation Cheat Sheet**

|  |  |  |
| --- | --- | --- |
| **Element** | **DO** | **DON’T** |
| **Summary** | * Write one sentence that sums up the important parts for each chunk of text you’ve identified in your annotation.
 | * Repeat word-for-word what’s in the text
* Take out too many details
 |
| **Question** | * Write a level 2 question (questions that usually begin with why or how)
* Write a level 3 question (questions that look at the bigger picture and the overall message of a piece)
 | * Write a level 1 question (questions that usually begin with what, where, or who)
	+ Examples: What does this word mean? Where are they going? Who is the main character?
* Abbreviate your thoughts (putting a question mark or the word why doesn’t show me what you’re thinking)
 |
| **Connection** | * Make connections for text-to-self, text-to-world, and text-to-text
* Explain in detail why those ideas connect so that if I haven’t read the book you’re talking about or witnessed the personal connection you’re talking about or heard about the world event you’re talking about, I still know what’s going on
 | * Make connections to things in the text that are irrelevant
* Write down a single title, world event, name, etc. and assume I know what you’re talking about
 |
| **Inference** | * Answer your level 2 questions (the answer to a level 2 is always an inference, so where there is a question, there is also an inference)
* Use what you already know about a text
* Use textual support as well as your own background knowledge about a text
 | * Make up facts or other details about a text
* Make an inference without attaching a question to it
 |
| **Literary Devices** | * Label the literary device
* Explain what the specific detail you’ve chosen means and why it’s important
 | * Give the definition of the lit device
* Repeat the text as you’re trying to explain its significance
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