## Guidelines

1. Annotation can be made in the actual text or on note cards, post-its, bookmarks, or in a separate notebook or file.
2. Annotation provides enough clarity for an outsider to follow and is not completely private or self-referential.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Novice</th>
<th>On-Target</th>
<th>Advanced</th>
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<td><strong>Attention to Detail</strong></td>
<td>The annotation — repeats points in order to gather information and makes sense of the text; — singles out points randomly or identifies too many as “major”; — hones in on sections but does not see the work as a whole; — lacks connection among pages; each page’s annotation is unto itself; — may not attempt any paraphrase or summary; — cannot identify literary elements related to content, form and structure, and style.</td>
<td>The annotation — underlines major points on each page; — (optional) numbers points in sequence if following an argument; — provides page numbers of related points elsewhere in the reading; — provides some paraphrase and summary to reduce the work to a short paragraph of ideas; — identifies (where applicable) elements of character, plot, setting, and theme; and/or thesis, subtopics, evidence, and flow.</td>
<td>The annotation — underlines major points on pages and identifies the most important statements of the entire reading; — (optional) numbers points in sequence if following an argument; — provides page numbers and comments on related points elsewhere in the reading, linking the work across pages by theme and evidence; — summarizes complex ideas in single, comprehensive statements; — identifies (where applicable) elements of character, plot, setting, and theme; and/or thesis, subtopics, evidence, and flow; and/or diction, figurative language, syntax, tone, voice, and pacing.</td>
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| Questioning Strategies | The annotation  
|------------------------|-----------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------|
| — poses questions for  
| textual clarification  
| as a rule and few, if  
| any, analytical questions;  
| — assumes the work is  
| independent of influence  
| or cultural context, offering  
| few challenges to the  
| author. | — poses analytical, evaluative, or synthesis questions;  
| — employs cultural literacy (other artistic and nonfiction works and historical events) to discuss the cultural context and challenge the author. | — poses analytical and evaluative questions;  
| — poses synthesis questions;  
| — finds answers to these questions in the text, trying to answer as the author;  
| — employs cultural literacy (other artistic and nonfiction works and historical events) to discuss the cultural context and challenge the author. |

| Voice and Tone | The annotation  
|----------------|---------------------------------------------------|----------------------------------------------------|---------------------------------------------------|
| — demonstrates duty rather than interest or engagement;  
| — is a rote and automatic process without emotional and intellectual investment. | — demonstrates a curiosity to learn more about the reading via engaged questions and detailed annotation;  
| — demonstrates some ownership of the material and a strong understanding. | — demonstrates fierce curiosity and an insatiable passion for learning via engaged questions and detailed, lengthy annotations;  
| — demonstrates that the writer owns the reading, has tenaciously investigated it, digested it, and synthesized it as part of a greater body of knowledge. |
Denotations for Rubric Vocabulary