

Annotation Rubric

| Points Available | Criteria |
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| 5 | <ul style="list-style-type: none"> ■ Demonstrates conscientious and thorough understanding of the reading material as evidenced by annotating strategies that reveal thinking at the upper levels of cognition (see Bloom’s Taxonomy) ■ Annotates only the most important concepts within the text (evaluation) ■ Engages the text and exposes processes of active reading ■ Has approximately one significant annotation per stanza or paragraph that accomplishes the following goals: paraphrases the essential idea in the stanza or paragraph (application/analysis/evaluation in Bloom’s Taxonomy), defines an unfamiliar term in context (application), connects ideas to other reading (synthesis) or to other disciplines, makes a personal connection to ideas presented, or asks questions for clarification ■ Helps the reader process the material and would be useful later on when the reader needs to recall the material |
| 4 | <ul style="list-style-type: none"> ■ Demonstrates competence in understanding and engaging the material ■ Has many of the qualities of the annotations in the 90-99 point range but doesn’t push far enough to remain at the upper levels of cognition: Annotations may be more indiscriminate; annotations may be fewer or more superficial |
| 3 | <ul style="list-style-type: none"> ■ Relies primarily on generalities; reveals thinking processes that stay at lower levels of cognition (knowledge, comprehension, application), rather than moving into the upper levels (analysis, synthesis, evaluation) |
| 2 | <ul style="list-style-type: none"> ■ Remains primarily vague ■ Shows a minimal amount of effort, understanding, or active reading ■ Has notes that look exactly like those of a neighbor or few to no annotations at all ■ Would not be helpful to a reader who needs to recall the information |
| 1 | <ul style="list-style-type: none"> ■ Indicates very minimal to complete lack of effort to understand the reading material |