

Annotation Rubric

4	<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 (Bloom's Taxonomy – HOTS) • 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), 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.
3	<ul style="list-style-type: none"> • Demonstrates competence in understanding and engaging the material • Has many of the qualities of annotation, but doesn't push far enough to remain at the upper levels of cognition (Bloom's Taxonomy – HOTS); annotations may be more indiscriminate, fewer, or more superficial.
2	<ul style="list-style-type: none"> • Relies primarily on generalities; reveals thinking processes that stay at the lower levels of cognition (Bloom's Taxonomy – LOTS: knowledge comprehension, application) rather than moving to the upper levels (Bloom's Taxonomy – HOTS: analysis, synthesis, evaluation)
1	<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
0	<ul style="list-style-type: none"> • Indicates very minimal to complete lack of effort to understand the reading material