Annotation Rubric

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| **FOCUS AREAS** | **5 - Exceptional** | **4 – Proficient** | **3 - Emerging** | **2-0 – Not Evident** |
| **SWIFT—** Do you address **S**ymbolism, **W**ord choice, **I**magery, **F**igurative language, and **T**heme when identifying and analyzing a text for meaning/understanding | Student consistently addresses symbolism, word choice, imagery, figurative language, and theme when analyzing/annotating a text for meaning/understanding. | Student, more often than not, addresses symbolism, word choice, imagery, figurative language, and theme when analyzing/annotating a text for meaning/understanding. | Student irregularly addresses symbolism, word choice, imagery, figurative language, and theme when analyzing/annotating a text for meaning/understanding. | Student doesn’t address symbolism, word choice, imagery, figurative language, and theme when analyzing/annotating a text for meaning/understanding. |
| **SOAPSTone** – Do you address **S**peaker, **O**ccasion, **A**udience, **P**urpose, **S**ubject, and **T**one when identifying and analyzing a text for meaning/understanding | Student consistently addresses speaker, occasion, audience, purpose, subject, and tone when analyzing/annotating a text for meaning/understanding. | Student, more often than not, addresses speaker, occasion, audience, purpose, subject, and tone when analyzing/annotating a text for meaning/understanding. | Student irregularly addresses speaker, occasion, audience, purpose, subject, and tone when analyzing/annotating a text for meaning/understanding. | Student doesn’t address speaker, occasion, audience, purpose, subject, and tone when analyzing/annotating a text for meaning/understanding. |
| **Quality of Annotations—**Do you interact with the text and demonstrate a level of reflection, summary, and extension? | Student consistently draws inferences, summarizes, asks questions, and connects with the text using a high level of thinking. | Student, more often than not, draws inferences, summarizes, asks questions, and connects with the text using a high level of thinking. | Student irregularly draws inferences, summarizes, asks questions, and connects with the text. | Student doesn’t interact with the text nor demonstrates a level of reflection, summary, and extension. |
| **TOTAL: \_\_\_\_/15****COMMENTS:** |  |  |  |  |