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| |  | | --- | | **"Evil" Annotations Expectations (In Preparation for Discussion & Writing)**  Teacher Name: **Mrs. Willner**    Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period\_\_\_\_\_\_\_ | |

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| CATEGORY | **4** | **3** | **2** | **0-1** |
| **Number of Annotated Paragraphs** | Student has written valid commentary/questions based on majority of paragraphs. | Student has written valid commentary/questions based on a lot of the paragraphs, but disregard a few important points. | Student has written valid commentary/questions based on roughly half of the paragraphs, OR vague/incomplete commentary on all paragraphs. | Student has written valid comments/ questions based on few paragraphs, OR vague/incomplete commentary on most paragraphs. Zero if student has written nothing. |
| **Content of Annotations** | Annotations demonstrate analysis and interpretation, thinking beyond the surface level of the text, and accomplish a great variety of purposes: personal response, summary of events/ideas, questions, predictions, connections (within the text and to works and experiences outside the text). | Annotations make an earnest attempt to complete requirements, but fall short in one or two areas. | Annotations make an attempt to complete requirements, but fall short in several areas. Comments demonstrate little analysis or interpretation – are mostly surface level. | Annotations are vague and hard to follow regarding student's thought process; hard to tell whether student understood essay's depth. |
| **Literary Devices** | Anything that constitutes as using a literary device (whether it's a phrase or sentence) is highlighted and labeled. At least TWO literary devices per page. | Only 7-8 out of 10 required devices highlighted and labeled. | Only 5-6 out of 10 required devices highlighted and labeled. | Four or fewer required devices highlighted and labeled, OR devices are highlighted but unlabeled, OR labeled but not highlighted. |
| **Analysis of Structure** | Multiple comments thoughtfully address author's argument and rhetorical structure and style. | Several comments thoughtfully address author's argument and rhetorical structure and style. | Few comments address thoughtfully author's argument and rhetorical structure and style. | No comments address author's argument and rhetorical structure and style. |
| **Unknown Vocabulary/Allusions Defined** | Unknown words and allusions are consistently defined. These may be brief (i.e. synonyms, abbreviated, as long as meaning is still clear). | Unknown words and allusions are usually defined, but there could be a bit more clarity/detail to aid in understanding. | Unknown words and allusions are sporadically defined, or it's hard to tell that meaning is understood more clearly based on annotations. | Unknown words and allusions are rarely defined or undefined. |