**Annotation Rubric**

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|  | **4** | **3** | **2** | **1** |
| **READ** | Annotation is correctly utilized and effectively implemented in that it will help the student re-engage in the text at a later date.  | Annotation is generally effective with a mostly correct and purposeful use of numbering paragraphs, boxing unknown words, underlining author’s claims and relevant information and circling key terms.  | Annotation is attempted but moderately ineffective due to too much underlining or not enough marking.  | Annotation marks are missing or otherwise unusable.  |
| **Symbols & Writing in the Margins** | Text has been thoroughly annotated with questions, observations, and reflections. Comments show deep thinking including analysis, connection to self and other text, and interpretation. | Text has been reasonably annotated with symbols, questions, connections to self, and noting important and interesting points. Comments demonstrate some sort of analysis and interpretation.  | An attempt is made at using symbols and writing in the margins. However, the writing in the margins is surface level. | Symbols and writing in the margins are missing or otherwise unusable.  |

**But, So, Because Rubric**

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|  | **4** | **3** | **2** | **1** |
| **Correct understanding and use of****But, So, and Because**  | Conjunctions are correctly used with appropriate evidence from the text to create complex sentences that effectively connect ideas in a logical manner. | Conjunctions are generally used correctly with appropriate evidence from the text to create logical sentences. | Conjunctions are used with some accuracy but some illogical sentences are created. | Conjunctions are incorrectly used or missing.  |
| **Conventions** | Clear communication without errors regarding grammar, spelling, capitalization and punctuation. | A few errors but they don’t detract from clear communication. | Numerous errors, moderately clear communication. | Numerous errors throughout, unclear communication. |