

Summative Annotation Assessment

As we read difficult text we sometimes wish we had a guide to help us along the way. A guide that would give us definitions to all those words we do not know, a translation for those phrases that look more like a foreign language than English, and a historian that would give us background information on the allusions made within the text. That guide does exist and it comes in the form of an annotation. A lot of the more difficult texts that we read have annotations written within the text (hint: Shakespearean texts), some however we have to create on our own; especially if we want to make a connection with or further understand the text we are reading.

Your Task:

While reading the *supplementary material* for this unit you will be required to annotate these materials as you read. While annotating you will focus on:

- Relevance to *The Crucible*, yourself, and the United States
- The main concepts (comprehension of piece)
- Themes discussed for this unit (please refer to notes given)
- Vocabulary and/or literary terms

Specifics:

- Annotations should be completed while you read and after (go back and reread if necessary, answer questions and define terms).
- Annotations may be checked periodically for formative feedback; student initiated and teacher initiated.
- Refer to the rubric for specific Assessment requirements.
- Due Date determined by reading pace we as a class set for *The Crucible*.
- The texts:
 - 2 Native American origin myths
 - 2 pieces of Puritan literature
 - 2 informational texts on the 9/11 World Trade Center attacks

Directions:

- Choose one text from each category to turn in (Native American, Puritan, 9/11)
- Choose an extra text (your choice) to turn in for a total of 4 texts
- Put a **star** by the title of the text that you definitely want graded (your best work)
- Your teacher will randomly choose another text to grade

DUE DATE: _____

Making Annotations: A User's Guide

As you work with your text, consider all of the ways that you can connect with it. Here are some suggestions that will help you with your annotations.

- Make **connections** to other parts of the book and other texts.
- Rewrite, paraphrase, or **summarize** a particularly difficult part of the text.
- Make **connections** to your life.
- **Evaluate** the author's writing, the characters decision, etc.
- Give the **historical context** of situations described.
- Give an **explanation** of the text for clarity.
- Give an **analysis** of what is happening in the text.
- **Define** difficult vocabulary as you come across it in the text.
- Do **research** on the Internet to see what others are saying about the text.
- Write **questions** for yourself, your teacher, the author.
- Make **inferences** about the characters, plot, theme, relevance, etc.
- Challenge yourself: Find some **literary criticism** on the author or text.

Summative Annotation Assessment Rubric

Categories	5	3	1
Initial (hand-written) Annotation of Primary Source	Entire text has been annotated with a wide variety of questions , observation, etc. on the content.	Annotations are consistent throughout. An attempt to provide a variety of annotations is apparent.	Annotations are not consistent throughout.
Annotation of Content of text	Annotations serve to explore the text in-depth. Active reading, interpretation and analysis of text evident throughout. (inference, evaluation)	Effort is made to explore text in-depth. Active reading, interpretation and analysis of text is often evident, but is not consistent.	Text is not examined in-depth. Active reading is not evidenced based on material provided.
Annotation of Outside Reflection	Both explicit and implicit information is analyzed and drawn from passage. Detailed, insightful support is provided. Connections made to other texts. Historical connections made (look at relevance today).	Some effort made to draw implicit information from text. Footnotes provide basic support for ideas drawn from passage.	Focus is on the explicit and no effort made to look for that which is implied in text and/or footnotes do not provide support or detailed analysis of ideas drawn from text.
Annotation of Unknown words	Unknown words and phrases are identified and insight beyond a strict definition is provided for these terms.	Unknown words and phrases are identified. Basic definitions are provided with little or no insight beyond.	No words or phrases are identified as important or defined.

Total: ____ / 20 (goes in gradebook as percentage)