NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**RUBRIC for ANNOTATIONS**

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| --- | --- | --- | --- | --- |
| **ANALYSIS OF STUDENT PIECE** | | | | |
|  | **ADVANCED** | **PROFICIENT** | **BASIC** | **BELOW BASIC** |
| **IDENTIFICATION of TECHNIQUE** | Annotations are completely accurate in identifying the historical, figurative and genre-specific techniques.  Annotations thoroughly address multiple and varied historical, figurative and genre-specific techniques. | Annotations are mostly accurate in identifying the historical, figurative and genre-specific techniques.  Annotations address multiple and varied historical, figurative and genre-specific techniques. | Annotations may include some inaccuracies in identifying historical, figurative and genre-specific techniques.  Annotations may not address multiple and varied historical, figurative and genre-specific techniques. | Annotations include many inaccuracies in identifying historical, figurative and genre-specific techniques.  Annotations neglect to address multiple and varied historical, figurative and genre-specific techniques. |
| **ANALYSIS OF**  **HISTORICAL, FIGRUATIVE, AND GENRE**  **CONTENT** | Analysis is accurate, insightful, and thorough both in justifying the intent and resulting effect of student choices AND in connecting those choices to historical antecedents, figurative/stylistic models, and genre models. | Analysis is mostly accurate, adequately perceptive, and thorough both in justifying the intent and resulting effect of student choices AND in connecting those choices to historical antecedents, figurative/stylistic models, and genre models. | Analysis may contain some inaccuracies, limited understanding, or cursory explanation both in justifying the intent and resulting effect of student choices AND in connecting those choices to historical antecedents, figurative/stylistic models, and genre models. | Analysis contains repeated inaccuracies, limited understanding, or weak explanation both in justifying the intent and resulting effect of student choices AND in connecting those choices to historical antecedents, figurative/stylistic models, and genre models. |
| **GRAMMAR AND CONVENTIONS** | Controlled and polished use of grammar, mechanics, spelling, and usage with virtually no errors.  Thoughtful, sophisticated diction and syntax. | Adequately controlled use of grammar, mechanics, spelling, and usage with few errors.  Purposeful and correct diction and syntax. | Limited control of grammar, mechanics, spelling, and usage with many errors.  Dull or incorrect diction and syntax. | Little to no control of grammar, mechanics, spelling, and usage; repeated errors interfere with meaning.  Serious errors or lack of originality in diction and syntax. |

**TOTAL: /40**