It’s All about Culture- Individual Annotations (25 x 4) = \_\_\_\_\_\_\_\_\_\_/100 (\*you must indicate why you highlight and underline\*)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Insufficient/Did not Attempt (0) | Poor (1) | Limited (2) | Satisfactory (3) | Proficient (4) | Excellent (5) |
| Notable Characterization | Sporadic or no attempt made | Characterization is **lacking throughout** the entire novel, provides no adjectives (static, round etc) and/or is identified only. Why they are notable is not included.  | Characterization is **inconsistent, sporadic,** lacking in adjectives, and why they are notable is rarely indicated. | Characterization is **accurate, throughout portions** of the novel, provides general adjectives, and why they are notable is only partially indicated. | Characterization is **mostly thorough, accurate**, throughout the majority of the novel, provides competent adjectives, and why they are notable is indicated consistently. | Characterization is **thorough, accurate**, throughout the entire novel, provides insightful adjectives, and why they are notable is indicated. |
| Significant Quotes | Sporadic or no attempt made | Significant quotes are **rarely** identified or dissected. | Significant quotes are identified **occasionally** with their **significance partially or not at all indicated.** | Significant quotes are generally identified with their **significance occasionally indicated.** | Significant quotes are identified throughout the **majority of the novel** with their significance **capably indicated.** | Significant quotes are identified throughout the **entire novel** with their significance **insightfully indicated.** |
| Tone/Themes/Authorial Voice | Sporadic or no attempt made | Tone/Themes/Authorial Voice are **generally absent** and/or of questionable accuracy. | Tone/Themes/Authorial Voice are **accurately noted**. | Tone/Themes/Authorial Voice are **accurately noted and generally dissected.** | Tone/Themes/Authorial Voice are accurately and **skillfully noted and accurately dissected.** | Tone/Themes/Authorial Voice are **accurately and insightfully noted and discussed.**  |
| Symbolism and Other Literary Devices | Sporadic or no attempt made | Identification of devices occasionally demonstrated, contributing to a **vague** and/or incomplete understanding of their contribution to the work as a whole. **Inconsistent** effort demonstrated throughout the novel. | Identification of devices contribute to an overall understanding of their contribution to the work as a whole. **Effort** demonstrated throughout the novel. | Identification of devices contribute to an overall insightful understanding to their contribution to the work as a whole. **Notable effort** demonstrated throughout the novel. | Identification of devices proficient and adept, contributing to an overall insightful understanding of their contribution to the work as a whole. **Considerable effort** demonstrated throughout the novel. | Identification of literary devices is discerning and perceptive contributing to an overall insightful understanding of their contribution to the work as a whole. **Consistent and considerable effort** demonstrated throughout the entire novel. |
| Culture and General Thoughts and Reactions | Sporadic or not attempt made | Thorough, active, engaged reading **rarely** demonstrated throughout the novel. | Thorough, active, engaged reading only **partially** demonstrated throughout the novel. | Thorough, active, engaged reading demonstrated through **some** of the novel. | Thorough, active, engaged reading demonstrated through the **majority** of the novel. | Thorough, active, engaged reading demonstrated throughout the **entire** novel. |

Groupwork/Conversations=\_\_\_\_\_\_\_\_\_\_/50

These grades are awarded on the feedback from group members, in class observations, group, and individual conversations. Conversations should include but are not limited to: notable characterization, symbols, notable diction, tone, theme/culture, significant quotes, authorial voice, general thoughts and ideas. Students who decided to work independently must take copious notes each seminar meetings to showcase depth of thought.

|  |  |
| --- | --- |
| Excellent 46-50 | Contributed thoughtfully and thoroughly to group discussions. Met all deadlines set by the group. An active and engaged member with behaviors such as listening and critical questioning. Demonstrated professionalism and maturity. **Rarely if ever off task** and an **equal if not exceptional** group member. |
| Proficient 33-45 | Contributed thoughtfully and thoroughly to **most** group discussions. Met all deadlines set by the group with **few exceptions**. An active and engaged member with behaviors such as listening and critical questioning. Demonstrated professionalism and maturity **with occasional off task behavior**. An **equal and reliable** group member. |
| Satisfactory 26-32 | Contributed consistently to group discussions. Met some of the deadlines set by the group with **few exceptions**. An active and engaged member with behaviors such as listening and thinking. Demonstrated mature behavior with a tendency to get off track and **required refocusing**. An **average** group member. |
| Limited 16-25 | Contributed occasionally to group discussions. Met some deadlines set by the group. An active member with behaviors such as listening; however, at times **negative traits impacted the ability of the group** in their collaboration. |
| Poor 1-15 | Contributed rarely to group discussions. Sporadically met deadlines. **Passive and disengaged**. Prosocial behaviors lacking. A negligible group member. |
| Insufficient 0 | **Did not contribute** to the group in a meaningful way. |

Individual Work/Group Input=\_\_\_\_\_\_\_\_\_\_/50

As each novel has a different emphasis, this is an overall, qualitive mark. All points in the rubric must be present (notable characterization, symbols, notable diction, tone, theme/culture, significant quotes, authorial voice, general thoughts and ideas.)

|  |  |
| --- | --- |
| Excellent 46-50 | Thoughts are **thorough, insightful, and complete**. **Explained** why literary devices etc. are notable, and how they contribute to the overall text as a whole. Initials are **clearly aligned** to comments and discussions. Discussions **match** the agreed upon focus. |
| Proficient 33-45 | Thoughts are **thorough and complete**. **Explained** why literary devices etc. are notable, and how they contribute to the overall text as a whole. Initials are **aligned** to comments and discussions. Discussions **usually match** the agreed upon focus. |
| Satisfactory 26-32 | Thoughts are **complete**. **Explained** why literary devices etc. are notable, and how they contribute to the overall text as a whole. Initials are **sporadic yet aligned** to comments and discussions. Discussions **sporadically match** the agreed upon focus. |
| Limited 16-25 | Thoughts are **partially complete**. **Somewhat explained** why literary devices etc. are notable. Initials are **sporadic and occasionally aligned** to comments and discussions. Discussions **occasionally match** the agreed upon focus. |
| Poor 1-15 | Thoughts are **incomplete**. **Rarely explained** why literary devices etc. are notable. Initials are **rarely aligned** to comments and discussions. Discussions **rarely match** the agreed upon focus. |
| Insufficient 0 | Thoughts are of an insufficient nature and do not meet the fulfilled requirements. |