

Sophomore Honors English Summer Reading Scoring Guide:

- A These annotations distinguish themselves by their complexity of thought and sophistication of language and style. Annotations are relevant and insightful, extending beyond what is obvious or oversimplified. These annotations are carefully constructed so that the teacher clearly understands the student's thinking process. They demonstrate the student's ability to read with perception and to express ideas with clarity and skill. They are placed in context and analyzed thoughtfully for their significance. Mechanics and formatting are also correct, so that no grammatical or spelling mistakes appear. The student varies his/her word choice using accurate and specific language, varies sentence structure, avoids awkwardness, and eliminates redundancy in order to create a scholarly style. Finally, A-quality annotations indicate that the writer was clearly and fully invested in the process of revision and made significant changes to his/her initial drafts.
- B These annotations are less sophisticated than A-quality annotations. They are less perceptive, less precise, and perhaps less convincing. They lack the carefully nuanced thought or detailed development of A papers. They might lack some originality and provide too little information; however, these annotations still reveal a general understanding of the text. Mechanics and formatting are mainly correct. A few grammatical or spelling mistakes appear, but they do not inhibit understanding. The writer usually varies the word choice, but it is less apt and accurate than in an A paper. Occasional repetition may be found in a B paper. While these B-quality papers clearly reflect an investment in revision, they still have less complexity of thought and sophistication of style than A papers.
- C In these satisfactory annotations, the writer attempts to engage with the text, but he/she does so in a superficial, vague, simple, or repetitive manner. A clear effort has been made to annotate the text; however, these annotations may be too cryptic or too concise to reveal the writer's deep thinking. These annotations may at times be confusing for the reader. They typically offer ideas without ample evidence to support and develop them fully. The annotations are adequate, but they may be undistinguished and not as well conceived, organized, or developed as A and B papers. Mechanical, grammatical, or spelling mistakes appear. Further proofreading is necessary. The student may use vague word choice, lack sentence variety, and have trouble with awkwardness and redundancy. Annotations may not extend beyond the obvious. Not all directions may have been followed. All of the assignment goals have not been met; however, the writer has indicated a general understanding of the task.
- D In these poor annotations, the writer has the problems of the C-quality annotations compounded by: weak or unclear explanation, little to no context provided for comments, weak or inaccurate analysis, poor use of language, weak sentence structure, and lack of attention to proofreading. The annotations may be incomplete, limited, or seriously erroneous. They may reveal a lack of understanding of the text. The writer demonstrates weak control over the elements of composition and may have had difficulty comprehending the text. Word choice is general or vague, and the annotations are far too short to adequately address the assignment.
- F No submission or unacceptably brief and poorly written annotations. The writer has the problems of the D-quality annotations compounded by a lack of clarity, organization, and analysis.