

As you read your text, consider all the ways that you can connect with what you are reading. Here are some suggestions that will help you with your annotations:

Student-Friendly Annotation Scoring Guidelines (28 Points)

Category	4 Points (Strong)	3 Points (Good)	2 Points (Developing)	1 Point (Beginning)	0 Points
Key Words & Vocabulary Identify and define a minimum of ten Tier 2 words.	Identifies at least 10 key concepts or unfamiliar words/phrases and defines each clearly.	Identifies at least 10 key concepts or unfamiliar words/phrases; most are defined correctly and clearly.	Identifies fewer than 10 terms, or several definitions are partially correct, vague, or copied without understanding.	Identifies very few terms; definitions are mostly incorrect, copied, or missing.	No keywords identified.
Main Idea Clearly identify the main idea of each section and support it with evidence.	Clearly identify the main idea of each section and support it with evidence.	Identifies the main ideas; includes some evidence.	Some ideas were identified but were not clear or supported.	Minimal attempt to state main ideas; sentences are confusing, off-topic, or unsupported by the text.	No main ideas identified.
Rhetorical Purpose Explain the overall purpose of the chapter in one clear sentence with a strong verb, active voice, and present tense.	Clearly and accurately explains Postman's overall purpose in one focused sentence that uses a strong verb, active voice, and present tense; the purpose reflects both what he argues and why.	Explains Postman's purpose mostly accurately; uses present tense and active voice most of the time, though the sentence may be slightly wordy or vague.	Attempts to explain purpose, but the statement is partially inaccurate, too broad, or mostly summary rather than purpose; language may be weak or inconsistent.	Minimal or unclear attempt at stating purpose; sentence does not capture what Postman is trying to do in the chapter.	No purpose statement written.
Rhetorical Choices Record at least four notable rhetorical moves and explain their effect and impact on the argument.	Identifies at least 4 specific rhetorical moves; clearly explains for each how it affects the reader and how it strengthens, complicates, or limits Postman's argument.	Identifies at least 4 rhetorical moves; explanations of the effect on the reader and impact on the argument are mostly accurate but may lack depth or precision.	Identifies 2–3 rhetorical moves or mixes rhetorical moves with a general summary; explanations of effect or impact are partial, vague, or repetitive.	Identifies 1 rhetorical move or confuses rhetorical choices with topic/content; little or no explanation of effect or impact.	No rhetorical choices identified or explained.

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Appeals & Reasoning (Logos, Ethos, Pathos) Identify and explain how appeals function in the argument.	Clearly identifies and explains at least one example each of logos, ethos, and pathos; accurately paraphrases or cites evidence; explains how each appeal functions in Postman's reasoning and how it influences the reader's response.	Identifies logos, ethos, and pathos with generally accurate examples; explanations show some understanding of how appeals support the argument, though analysis may be uneven.	Identifies some appeals but may mislabel them or rely on weak examples; explanations show limited understanding of how the appeals function.	Minimal or inaccurate attempt to identify appeals; explanations are mostly summary with little analysis of effect or function.	No rhetorical appeals identified or explained.
Questions, Inferences, & Reactions Write 2 analytical questions, 1 inference or prediction, and 1 meaningful reaction.	Writes 2 insightful, analytical questions that go beyond surface details; provides 1 thoughtful inference or prediction about where Postman's argument is leading; offers 1 meaningful, text-based reaction that clearly explains what is convincing or questionable and why.	Writes 2 relevant questions that show some analysis; provides a reasonable inference or prediction; offers a clear reaction connected to the text, though explanation may be brief.	Questions are basic or mostly about facts; inference/prediction is vague or only loosely tied to the chapter; reaction is present but not well explained.	Minimal or unclear questions; inference/prediction and reaction are very weak or not clearly connected to the text.	No questions, inferences/predictions, or reactions written.
Rhetorical Précis Write four clear sentences per chapter that capture the main meaning, using strong verbs and active voice in the present tense. Click here for the guidelines	Writes a complete four-sentence rhetorical précis that accurately captures the central claim, key supporting moves, purpose, and intended audience/tone; uses strong verbs, active voice, and present tense consistently; sentences are clear and concise.	Writes four sentences that mostly follow the rhetorical précis pattern and accurately represent the chapter; present tense and active voice are used most of the time; minor gaps or repetition may appear.	Writes 2–3 sentences or loosely follows the rhetorical précis structure; some important elements (claim, support, purpose, audience/tone) are missing or unclear; language may be wordy or inconsistent.	Minimal attempt at a précis; sentences are confusing, incomplete, or mostly summary without rhetorical focus.	No summaries written.