Scoring Shared Annotation Efforts

Improving shared annotation efforts requires regularly reviewing the content that groups are creating together. Students and teachers alike can use the rubric below to judge the quality of the work done around any shared reading.

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Level	**Descriptors**
3	• The highlighting on this shared reading draws attention to ideas that are essential for this group's research efforts. There is no evidence of excessive highlighting or of decisions to spotlight unimportant information. • This group does a great job using annotations to carry on a conversation with one another! Questions are asked and answered, ideas are raised and challenged, and new thinking is generated together. • I'm impressed because the researchers used proper grammar and spelling in all situations, making it easy to understand their ideas. There weren't any places where I struggled to understand what annotations meant. • ***Overall, this shared annotation project was amazing! I learned a ton just by reading through the thoughts shared by the members of this group.***
2	• While this group has definitely highlighted valuable information, in places it was hard for me to sift through all of the highlights to figure out what exactly was important. • Many of the annotations in this shared reading seem like first drafts to me. They include enough information to catch my attention, but not enough information to really make me think. What's more, I don't always understand how each annotation is going to help the researchers. • There aren't enough conversations between researchers in the annotations around this shared reading. I see a lot of people doing a great job making their own thinking clear, but there aren't many questions being asked or answered. It just doesn't seem like the members of this research group are working with one another very well. • One strength of this shared reading is that I had no trouble understanding the writing in any of the annotations added by researchers. Students used proper grammar and spelling in almost every situation—which meant that I knew exactly what they were trying to say even when I thought that they could have written more. • ***Overall, this shared annotation effort left me interested, but wanting to know more.***
1	• I really struggled to understand the highlights added to this text. At times, there were entire paragraphs highlighted that didn't seem to have anything to do with the topic being researched. At other times, there were highlights that seemed important but there were no annotations to explain exactly why that text mattered. I was left guessing by a lot of the highlights on this reading. • Most of the annotations in this shared reading were really disappointing. They rarely included enough detail for me to understand exactly what the research group was thinking. Worse yet, there were way too many playful annotations that weren't connected to the project that this group was working on. I'm not convinced that this group took the idea of shared reading seriously at all. • Worse yet, I'm not sure I saw any examples of meaningful conversations between researchers in the annotations around this reading. No one asked any really good questions or responded to the thoughts of their peers. When partners did interact with each other, their responses were too brief to be valuable for learning. • The quality of the grammar and spelling in this shared reading was also poor! There were way too many places where I had to work to understand exactly what student researchers were trying to say in their annotations. • ***Overall, this shared annotation effort left me frustrated and confused.***

Questions for Reflection:

1. *If you had to defend the score that you've given this group, what evidence from their highlights and annotations would you use? Can you find any specific highlights and annotations that support your final rating?*

2. *Which individual members of this student research group made the most meaningful contributions to their team's efforts? What was it about their contributions that were impressive to you?*

3. *What specific suggestions for improvement would you make to the members of this student research group? How can they improve their shared annotation efforts?*