**“Nature Nurture” Annotation and Cornell Note Rubric: Total Score \_\_\_\_\_\_\_\_/20**

**Annotation Score - 10 points each:**

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| --- | --- | --- | --- | --- | --- |
| **Article**  **Scores** | **Outstanding**  **90-100%** | **Satisfactory**  **80-89%** | **Emerging**  **70-79%** | **Unsatisfactory**  **60-69%** | **Incomplete**  **<60%** |
| **Annotation**  **Score:**  \_\_\_/\_\_\_ | Key elements highlighted and labeled including main idea, supporting ideas/reasons,  supporting facts and other evidence, headings, terms, and questions. Work reflects engaged effort, critical thinking, and CLOSE, ACCURATE  READING. | Article is highlighted and labeled (annotated) thoroughly with a high degree of accuracy, with adequate effort and evidence of close reading. | Article is highlighted and annotated and the work shows some effortful engagement, but lacks completeness and accuracy. | Article is incompletely highlighted and labeled, does not reflect effortful engagement, and lacks in completeness and accuracy. | Article contains some highlighting and labeling, but the work is incomplete and does not reflect CLOSE, ACCURATE READING. |

**Cornell Note Taking Score – 10 points**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **5 (100%)** | **4 (80%)** | **3 (60%)** | **2 (40%)** | **0**  **Little or no effort** |
| **Overall Requirements and Cornell Format**  **Score: \_\_\_\_\_** | Overall, exceeds requirements in all areas, including a complete cue/heading column, phrase form notes in the note column, and a summary. Outstanding work effort. | Meets all requirements with satisfactory effort, completion, quality and organization. | Meets all or most requirements with adequate work that varies in quality from strong to weak or incomplete. | Meets less than the minimum requirements, and/or the work is low quality or unfinished, reflecting incomplete work indicating low course engagement. | Fails to complete the assigned work and take daily notes. |
| **Quality of Headings and Notes**  **Score: \_\_\_\_\_** | “Cue column” headings/labels are clear, concise and can be easily used for self-study. Notes are clear, complete, significant, and reflect a high level of cognitive engagement with the material. Notes are in PHRASE FORM and reflect effortful performance. | Headings are mostly clear and reflect content of the significant aspects of the reading. Notes are thorough, detailed, and reflect understanding of the assignment and/or what is required by the purpose of the entry. | Headings are uneven; a lack of headings, questions, terms in the cue column. Some notes reflect thoughtful engagement with the material or purpose, but the quality varies from strong to less than satisfactory. | Few headings appear in the cue column. notes are incomplete, unclear and/or some significant notes are missing. Reflects low effort and course engagement. | Fails to meet the quality requirements. |

