

# Sample Social Annotation Marking Rubric

## Global Checklist

- ☐ Initiates comments on the discourse (not simply replying to the comments of others).
- ☐ Makes comments and replies to others' comments throughout the text (not only on first few pages).
- ☐ Poses important questions about the discourses within the text(s).
- ☐ Write comments that fulfill the criteria (found in the marking rubric below).

	Excellent	Good	Fair	Poor
Content	<p>All commenting requirements (as listed in the checklist) are fulfilled.</p> <p><b>Comments</b></p> <ul style="list-style-type: none"> <li>Accurately refer to, discuss, and analyze specific data in the text or a classmate's comment(s).</li> <li>Initiate, and respond to, stimulating discussion about the discourse analysis and relevant course concepts.</li> <li>Make clear connections between the discourse and course content.</li> <li>Responds constructively, insightfully to questions or perceived misunderstandings.</li> <li>Provide evidence for any agreement or disagreement expressed.</li> <li>Offer an alternative analysis when disagreeing with a point.</li> </ul>	<p>The majority of commenting requirements (as listed in the checklist) are fulfilled.</p> <p><b>Comments</b></p> <ul style="list-style-type: none"> <li>Refer to, discuss, and analyze data in the text or a classmate's comment(s).</li> <li>Initiate, or respond to, discussions about the discourse analysis and relevant course concepts.</li> <li>Make connections between the discourse and course content.</li> <li>Responds helpfully to questions posed or perceived misunderstandings.</li> <li>Mostly provide evidence for agreements or disagreements expressed.</li> <li>Offer some reasons when disagreeing with a point.</li> </ul>	<p>At least 60% of commenting requirements (as listed in the checklist) are fulfilled.</p> <p><b>Comments</b></p> <ul style="list-style-type: none"> <li>Refer vaguely to the text or a classmate's comment(s), occasionally offering a few specific details.</li> <li>Respond to discussions about the discourse analysis and course concepts but mostly in a superficial way.</li> <li>Occasionally make connections between the discourse and course content.</li> <li>Sometimes answer questions or responds to perceived misunderstandings but not always in a helpful way.</li> <li>Occasionally provide evidence for agreements or disagreements expressed.</li> <li>Occasionally offers a reason for disagreeing with a point.</li> </ul>	<p>Less than 60% of commenting requirements (as listed in the checklist) are fulfilled.</p> <p><b>Comments</b></p> <ul style="list-style-type: none"> <li>Offer few if any specific details relating to the text or a classmate's comment(s).</li> <li>Rarely if ever engage in discussions about the discourse and course concepts, and then only superficially.</li> <li>Rarely if ever make connections between the discourse and course content.</li> <li>Rarely if ever answer questions or respond to perceived misunderstandings, and then in an unhelpful way.</li> <li>Do not provide evidence for agreements or disagreements expressed.</li> <li>Rarely, if ever, offer a reason for disagreeing with a point.</li> </ul>
Written Expression	<p>The written expression is clear and free of errors.</p>	<p>The written expression is mostly clear and free of errors.</p>	<p>The written expression is at times unclear due to errors.</p>	<p>The written expression is unclear due to multiple errors.</p>

*Advice on Giving Constructive Criticism: Remember that you are disagreeing with a point, not a person.*