# CRITERIA FOR SCORING

<table>
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<th>Score</th>
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| **4** | The student text annotations demonstrate **strong** use of reading strategies. This may be evidenced in the following ways: | - Annotations are seen frequently (e.g., seen consistently throughout all five document sections or concentrated in at least two document sections).  
  - Annotations represent a variety of reading strategies. **At least 3 reading strategies are used.**  
  - Student utilizes discipline specific reading strategies. |
| **3** | The student text annotations demonstrate **adequate** use of reading strategies. This may be evidenced in the following ways: | - Annotations are seen somewhat frequently (e.g., seen to some degree throughout all five document sections or concentrated in at least one document section)  
  - Annotations represent some variety of reading strategies. **At least 2 reading strategies are used.**  
  - Student may utilize discipline specific reading strategies. |
| **2** | The student text annotations demonstrate **weak or limited** use of reading strategies. This may be evidenced in the following ways: | - Annotations are sparse (e.g., annotations appear infrequently in at least two document sections).  
  - Annotations represent little variety of reading strategies. **At least 1 reading strategy is used.**  
  - Student utilizes only general reading strategies. |
| **1** | The student text annotations demonstrate **no or minimal** use of reading strategies. | - Annotations are absent, minimal (e.g., appear in only one document section in a superficial manner), or indiscriminate (e.g., large sections of the passage may be highlighted or underlined without apparent purpose).  
  - Only one reading strategy is used, if any. |