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| **Summary Marking Rubric:**  **Goals/aims** | **Unacceptable**  **F level**  **4 or less** | **Poor**  **D level**  **5-5.9** | **Satisfactory**  **C level**  **6-6.9** | **Good**  **B level**  **7-7.9** | **Excellent**  **A level**  **8-10** |
| **Annotated bibliography content**  **\*** Demonstrates awareness of the task  \*Summarizes key points well  \*Detail is used to effectively support the main ideas: nothing is extraneous.  \*States why this research will be useful. | Annotations are very short or very long.  Information is distorted. Minor details are wrongly presented as major concepts.  Fails to discuss relevance of article to research. | Annotations are too short or long; key information is missing and minor details are given too much attention. Some information is distorted. Relevance to research is present but in very general terms. | Some important information is missing. Annotations are relatively free of insignificant details. Repetitive at times. Relevance to research is present in somewhat general terms. | Annotations are good: key information is restated well and minor details and insignificant details are avoided. No redundancy. Relevance to research is thoughtfully indicated. | Annotations are excellent: all major points are restated clearly and concisely. Relevance to research is persuasively presented. |
| **Sources and citation**  \*Consistent application of APA citation style:  in formatting (12 point serif font; double-spaced; 1” margins; title page; word count last page of text; page numbers in correct style; less than 500 words),  in parenthetical citation (including frequent and varied reporting expressions),  and in the references | Almost no application of APA. Almost no use of reporting expressions.  Missing key elements. Plagiarism (deductions will be made at the discretion of the instructor, and may include points beyond this category). | Frustrating application of citation style. Infrequent use of reporting expressions. | Adequate use of citation style.  Lack of variation in reporting expressions. | Some errors in citation style. Some variation in reporting expressions. | Very few or no errors in citation style.  Reporting expressions are frequent and well chosen. |
| **Editing and revision**  \*Demonstrates an understanding of the comments received.  \*Consistently responds to feedback effectively | Document as a whole demonstrates little integration of feedback.  Multiple entries fail to respond to feedback effectively. | Document as a whole shows weak integration of feedback. A few entries show little attempt to respond to feedback. | Document as a whole shows adequate integration of feedback. All entries show some attempt to respond to feedback. Most do this somewhat effectively. | Document as a whole shows good integration of feedback. All entries respond to feedback effectively to some degree. | Document as a whole shows superior integration of feedback. All entries respond thoroughly and effectively to feedback. |
| **Clarity & Style**  \*Name of author and article presented \* Paragraph presents information in a logical order \* Logical transitions within and between sentences  \*Precise, appropriate, accurate and effective word choice and tone | Fails to include either author or article title or both.  Annotation’s organization follows no logical or coherent order.  Omits necessary transitions.  Word choice problematic.  Topics uncertain. | Inconsistent organization.  Occasional transitions but sometimes lacking.  Word choice fosters uncertainty. Topics unclear at times. | Annotations are organized in a reasonable manner but needs revision. Some information is misplaced. Generally provides clear transitions between paragraphs. Word choice generally acceptable. Topics are consistently apparent. | Logical and appropriate organization.  Clear sentences and topics.  Consistently provides clear transitions between paragraphs.  Precision and variety in word choice. | Focused and controlled organization.  Powerful use of connections to move your reader to follow your writing.  Persuasive academic tone & word choice. |
| **Mechanics** \* Variety of sentence structures and lengths \* No errors in punctuation (apostrophe, comma, semicolon, colon) & capitalization; maintains consistency (e.g., pronoun references, subject-verb agreement); no problems with sentence completeness (fragment, comma splice, run on) | Confusing sentence structures.  Mechanical and usage errors that seriously interfere with the writer's purpose. | Repeated weaknesses in mechanics and usage.  Lack of sentence structure variety | Limited sentence structure variety  Some mechanical and usage errors. | Few mechanical and usage errors.  Precision and variety in sentence structure | No (or only minor) mechanical and usage errors.  Writer’s voice apparent in sentence structure. |

**/50 = /10%**