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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** |
| **Summary content**  **\*** Demonstrates awareness of audience and task  \*Presents all key arguments and points.  \*Uses details to effectively support the main ideas: nothing is extraneous.  \* Evaluates and critiques | Summary is very short or very long.  Information is distorted. Minor details are wrongly presented as major concepts.  Not critical. | Summary is too short or long; key information is missing and minor details are given too much attention. Some information is distorted.  Not critical. | Some important information is missing. Summary is relatively free of insignificant details.  Summary is repetitive at times. Some critique and evaluation. | Summary is good: key information is well restated and minor details and author opinions are avoided. No redundancy. Some critique and evaluation. | Summary is excellent: all major points are restated clearly and concisely; minor details and opinions are avoided, but well critiqued and evaluated. |
| **Your use of academic rhetoric**  \*Includes title and information about the source.  \*Correct use of summaries and paraphrases, and quotations that are carefully selected for their concision and power.  \*No personal opinion. | Superficial content.  Use of too many quotations.  Paraphrases are incorrect.  Format lacks title and information about the source.  Much personal opinion included. | Format lacks title and information about the source.  Content and paraphrases are misleading.  Some personal opinion included. | Content limited to a listing, repetition or mere sequence of ideas.  Paraphrases are acceptable but may be too long, unclear, or too close to the original. | Specific and illustrative content.  Competently presented.  Paraphrases are clear and accurate. | Substantial and illustrative content; sophisticated ideas are particularly well developed.  Paraphrases clearly reflect the original but are stated in the author’s own words and sentence structure. |
| **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; correct word count),  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 – attempt at APA is almost consistently incorrect. Infrequent use of reporting expressions. | Somewhat adequate use of citation style, but frequent errors.  Lack of variation in reporting expressions. | Occasional errors in citation style. Some variation in reporting expressions. | Very few or no errors in citation style.  Reporting expressions are frequent and perfectly tailored to the occasion. |
| **Clarity & Style** \* Clear thesis and topic sentences.  \*Logical order  \* Paragraphs deal with one subject  \* Logical transitions within sentences and between paragraphs  \*Precise, appropriate, accurate and effective word choice and tone | Confused organization.  Thesis missing or undeveloped.  Summary’s organization follows no logical or coherent order.  Omits necessary transitions.  Word choice problematic.  Topics uncertain. | Inconsistent organization.  Thesis erratic or vague. Occasional transitions but sometimes lacking.  Word choice fosters uncertainty. Topics unclear at times. | Summary is 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 thesis and topics.  Consistently provides clear transitions between paragraphs.  Precision and variety in word choice. | Focused thesis matched with controlled organization.  Powerful use of connections to move your reader to follow your argument.  Writer’s voice apparent in 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. |

**40/50 80 %**