Project 1: Annotated Bibliography Rubric

	0	1	2	3	4	5	6	7	8
Analysis 30%	Low Emerging	Emerging: •Does not meet assignment requirements •Topic is inappropriate for assignment •No attempt to focus on a specific topic •Background information provided in the introduction does not relate to research question •Research question absent from introduction	High Emerging	Low Developing	Developing: •Partially or incompletely meets assignment requirements •Topic partially articulates global and/or local impacts, is focused, and clearly articulated •Background information is appropriate for topic, but connections between background information and the research question are not clearly established •Focus of topic or ideas in introduction is not fully developed for an audience of critical readers •Research question oversimplifies subject, does not encourage researching alternative positions, or needs further development	High Developing	Low Mastering	Mastering: •Meets assignment requirements and exhibits consistent exemplary quality •Topic articulates global and/or local impacts, is focused, and clearly articulated •Background information is presented objectively ,and clearly relates to the research question •Ideas in introduction are fully developed for critical readers, and analyze ethical, social, and environmental challenges surrounding topic •Research question reveals the complexity of the subject, invites multiple perspectives, and is clearly articulated	High Mastering
Evidence 30%	Low Emerging	Emerging: •Sources are not appropriate/credible for scholarly research •Sources are not located in appropriate time periods •Sources do not address the research question •Quoting, summarizing, and paraphrasing of sources are significantly underdeveloped or are absent •Rhetorical analyses are significantly underdeveloped or are absent •Credibility analyses are significantly underdeveloped or are absent •Does not reflect an understanding of intellectual property conventions and/or plagiarism	High Emerging	Low Developing	Developing: •Sources are inconsistently appropriate/credible for scholarly research •Sources are inconsistently located in the appropriate time periods. •Sources inconsistently address the research question •Quoting, summarizing, and paraphrasing of sources inconsistently represent the full scope of source arguments •Rhetorical analyses inconsistently establish link between source and research question •Credibility analyses inconsistently evaluate the relevancy and authority of sources •Annotations inconsistently reflect an understanding of intellectual property conventions and/or plagiarism	High Developing	Low Mastering	Mastering: •Sources represent an array of formats that are appropriate/credible for scholarly research •Sources are located in the appropriate time periods •Sources consistently and explicitly address the research question •Quoting, summarizing, and paraphrasing consistently and ethically represent the full scope of source arguments, including source goals, evidence, and conclusions •Rhetorical analyses consistently and explicitly establish clear relationships between sources and the research question •Credibility analyses consistently and thoroughly evaluate the relevancy and authority of sources •Annotations explicitly and consistently reflect an understanding of intellectual property conventions and/or plagiarism	High Mastering

		Emerging			Developing			Mastering	
Format 20%	Low Emerging	Emerging: •Little compliance with accepted documentation style (i.e., MLA, APA) for paper formatting, in-text citations, annotated bibliographies, and works cited •Citations reflect little effort to conform to accepted format conventions •Necessary in-text citations are absent •Minimal attention to document design (for example: line and paragraph spacing, font style, and size)	High Emerging	Low Developing	Developing: •Inconsistent compliance of accepted documentation style (i.e., MLA, APA) for paper formatting, in-text citations, annotated bibliographies, and works cited •Citations inconsistently maintain ethical and legal standards of the format guide •Necessary in-text citations are inconsistently present and/or inconsistently conform to accepted format conventions •Inconsistent attention to document design (for example: line and paragraph spacing, font style, and size)	High Developing	Low Mastering	Mastering: •Consistent compliance with accepted documentation style (i.e., MLA, APA) for paper formatting, in-text citations, annotated bibliographies, and works cited •Citations consistently and accurately maintain ethical and legal standards of the format guide •Necessary in-text citations are consistently present and consistently conform to accepted format conventions •Consistent attention to document design (for example: line and paragraph spacing, font style, and size)	High Mastering
Style 20%	Low Emerging	Emerging: •Frequent diction, grammar and/or punctuation issues •Frequent shifts in point of view. •Frequent problems demonstrating accurate usage of standard edited English •Language significantly interferes with the communication of ideas	High Emerging	Low Developing	Developing: •Some diction, grammar and/or punctuation errors •Inconsistent point of view •Inconsistently demonstrates accurate usage of standard edited English •Language does not interfere with communication of ideas	High Developing	Low Mastering	Mastering: •Appropriate diction, grammar, and punctuation •Consistent point of view •Consistently polished and appropriate usage of standard edited English •Language consistently complements and facilitates communication of ideas	High Mastering