



# WCS 150 Rhetoric & Composition (Spring 2021): Annotated Bibliography Grading Rubric

	Excellent (A range)	Successful (B range)	Developing (C range)	Unsuccessful (D and below)
<b>Quality of Annotations (45%)</b>	<p>45 – 40.5</p> <ul style="list-style-type: none"> <li>-Sources are clearly and accurately summarized, including the thesis and supporting ideas of the text.</li> <li>-A thorough critical evaluation of each source's quality is provided.</li> <li>-The way each source could be used in a research essay is discussed explicitly and thoroughly.</li> <li>- Sources are well-synthesized and put in conversation with one another, establishing an argumentative strategy clearly focused on a distinct thesis or idea.</li> </ul>	<p>40 – 33.75</p> <ul style="list-style-type: none"> <li>-Sources are sufficiently summarized, including the thesis and supporting ideas of the text.</li> <li>-A critical evaluation of each source's quality is provided, but depth of analysis is sometimes lacking.</li> <li>-The way each source could be used in a research essay is discussed, though not always explicitly or thoroughly</li> <li>- The synthesis of sources establishes the relation between them, indicating a central idea.</li> </ul>	<p>33.5 – 27</p> <ul style="list-style-type: none"> <li>- Sources are summarized, but elements of the thesis and key supporting ideas of the text are sometimes missing.</li> <li>-A rudimentary critical evaluation of each source's quality is provided, but depth of analysis is often lacking.</li> <li>-The way each source could be used in a research essay is discussed but often in a superficial manner.</li> <li>- The synthesis of sources is lacking, offering a vague indication as to how they relate to one another. The central idea can be inferred but is not entirely clear.</li> </ul>	<p>26.9 – 0</p> <ul style="list-style-type: none"> <li>- Source are not adequately summarized because important elements are missing or are unclear.</li> <li>-Critical evaluations of most or all sources are lacking and/or incoherent.</li> <li>-The way each source could be used in a research essay is not discussed at all or the discussion lacks clarity or specificity.</li> <li>- The synthesis of source information is disjointed, offering no indication of how they relate to one another. The central idea is not clear.</li> </ul>
<b>Quality of Sources (25%)</b>	<p>25 – 22.5</p> <ul style="list-style-type: none"> <li>-The information or data from all sources cited can be considered accurate, reliable, and trustworthy.</li> <li>-All sources are clearly relevant to the essay topic and indicate a clear line of argument development</li> <li>-All sources are clearly credible. At least half of the articles come from peer reviewed/ scholarly sources.</li> </ul>	<p>22.5 – 18.75</p> <ul style="list-style-type: none"> <li>-The information or data from most sources cited can be considered accurate, reliable, and trustworthy.</li> <li>-All sources are relevant to the essay topic. An underlying argumentative strategy can be inferred.</li> <li>-Half of the articles come from peer-reviewed/scholarly sources.</li> </ul>	<p>18.5 – 15</p> <ul style="list-style-type: none"> <li>-The information or data from fewer than half of the sources cited can be considered accurate, reliable, and trustworthy.</li> <li>-Several sources are not clearly relevant to the essay topic.</li> <li>-There is little indication of an underlying argumentative strategy</li> <li>-Fewer than half of all sources have been either peer reviewed or published in reputable media outlets.</li> </ul>	<p>14.9 – 0</p> <ul style="list-style-type: none"> <li>-The information or data from most of the sources cited cannot be considered accurate, reliable, and trustworthy.</li> <li>-The majority of sources are not clearly relevant to the essay topic.</li> <li>-There is no indication of an underlying argumentative strategy</li> <li>-None or very few of the sources have been either peer reviewed or published in reputable media outlets.</li> </ul>



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Formatting (15%)	15 – 13.5	13 – 11.25	11 – 9	8.9 – 0
	<ul style="list-style-type: none"> <li>-Format fully and consistently adheres to all rules and requirements for fonts, margins, paragraphs, title page, headers, and page numbers. No errors are evident.</li> <li>-Source citations always correspond to the chosen citation style without errors</li> </ul>	<ul style="list-style-type: none"> <li>-Format adheres to rules and requirements for fonts, margins, paragraphs, title page, headers, and page numbers for the most part, but with minor errors and inconsistencies.</li> <li>-Source citations consistently correspond to the chosen citation style allowing for one or two minor errors.</li> </ul>	<ul style="list-style-type: none"> <li>-Format follows some, but not all rules and requirements for fonts, margins, paragraphs, title page, headers, and page numbers, but with several notable errors.</li> <li>-Source citations often do not correspond to the chosen citation style.</li> </ul>	<ul style="list-style-type: none"> <li>-Format does not adequately adhere to rules and requirements for fonts, margins, paragraphs, title page, headers, and page numbers.</li> <li>- Source citations do not correspond to the chosen citation style.</li> </ul>
Grammar, Mechanics, and Usage (15%)	15 – 13.5	13 – 11.25	11 – 9	8.9 – 0
	<ul style="list-style-type: none"> <li>-The language is concrete, specific, appropriate, and suited to the topic.</li> <li>-The language is concise.</li> <li>-The grammar is always correct and frequently sophisticated.</li> <li>-The text effectively uses a variety of sentence structures, including some that are sophisticated.</li> <li>-The text effectively uses a variety of cohesive devices.</li> <li>-The text contains no mechanical or spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>-The language is usually concrete, specific, appropriate, and suited to the topic.</li> <li>-The language is usually concise.</li> <li>-The grammar is usually correct.</li> <li>- The text uses some variety of sentence structures.</li> <li>-The text effectively uses a limited variety of cohesive devices.</li> <li>-The text contains some mechanical or spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>-The language is usually intelligible and suited to the topic but abstract to a degree that the text is occasionally difficult to understand.</li> <li>-The language is frequently redundant or contains needless words.</li> <li>-The grammar is sufficiently correct to the extent that the text can usually be understood with ease.</li> <li>-The text uses a limited variety of sentence structures, but they are frequently ineffective.</li> <li>-The text frequently lacks cohesive devices, or it uses them ineffectively.</li> <li>-The text contains frequent mechanical or spelling errors, but they do not make the text difficult to understand.</li> </ul>	<ul style="list-style-type: none"> <li>-The language is frequently unclear, poorly suited to the topic, or abstract to a degree that the text is difficult to understand.</li> <li>-The language is so wordy that it is frequently difficult to understand.</li> <li>-The grammar is incorrect to a degree that the text is frequently difficult to understand.</li> <li>-The text uses a limited number of sentence structures or it uses complex structures so ineffectively that the text is frequently difficult to understand.</li> <li>-The text lacks cohesive devices to a degree that the relationship between ideas is frequently unclear.</li> <li>-The text contains mechanical or spelling errors to a degree that the text is frequently difficult to understand.</li> </ul>