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| **Assignment #4: Annotated Bibliography** | **Excellent**  (Writer responds thoughtfully and creatively) | **Good**  (Writer responds fully) | **Fair**  (Writer responds mostly competently) | **Needs Work**  (Writer responds incompletely) |
| **Substance**  **(summary of source)** | Content is well selected and developed; focus is clear and audience’s needs are accounted for: | Content is mostly well selected and developed; focus is mostly clear and audience’s needs are mostly accounted for: | Content is somewhat poorly selected and developed; focus is somewhat unclear and audience needs are not well accounted for: | Content is poorly selected and developed;  focus is unclear and audience needs are not accounted for: |
| **25 points** | - Writer fairly and fully develops author’s main points and purpose for writing (thesis) in first sentence  - Writer identifies the author, title of the piece, and publication early  - Writer anticipates audience needs and concerns  - Writer only includes essential details  - Writer sparingly and strategically uses paraphrases and quotations to illustrate important points  - Writer completely avoids personal opinion | - Writer mostly develops author’s main points and purpose for writing (thesis) in first sentence  - Writer may not clearly identify the author and/or title and/or publication of the text  - Writer does not fully anticipate audience needs and concerns  - Writer may include some non-essential details  - Writer accurately uses paraphrases and quotations to illustrate important points  - Writer mostly avoids personal opinion | - Writer somewhat develops author’s main points and purpose for writing (thesis) in first sentence  - Writer does not identify the author and/or title and/or publication of the text  - Writer somewhat anticipates audience needs and concerns  - Writer may include non-essential details and may fixate on one particular point  - Writer inappropriately uses paraphrases and quotations to illustrate important points  - Writer includes some personal opinion about the author, text, or topic | - Writer does not develop main points or purpose for writing (thesis) in first sentence  - Writer does not identify the author and/or title and/or publication of the text  - Writer does not anticipate audience needs and concerns  - Writer focuses on non-essential details, perhaps focusing on one particular point or example to the exclusion of all others  - Writer uses no or too many paraphrases and quotations |
| **Context**  **(what you intend to use this source for in your paper)** | Clear and engaging articulation of context and purpose in the introduction | Adequate articulation of context and purpose in the introduction | Somewhat inadequate articulation of context and purpose in the introduction | Inadequate articulation of context and purpose in the introduction |
| **20 points** | - Writer clearly and succinctly outlines how they intend to utilize this source within the context of their paper  - Writer clearly and succinctly outlines their purpose in selecting this source for their paper  - Writer includes one or more quotations from piece that thoughtfully exemplify the stated purpose of utilizing this source for their essay | - Writer mostly clearly and succinctly outlines how they intend to utilize this source within the context of their paper  - Writer mostly clearly and succinctly outlines their purpose in selecting this source for their paper  - Writer includes one or more quotations from piece that mostly thoughtfully exemplify the stated purpose of utilizing this source for essay | - Writer somewhat clearly and succinctly outlines how they intend to utilize this source within the context of their paper  - Writer somewhat clearly and succinctly outlines their purpose in selecting this source for their paper  - Writer includes one or more quotations from piece that somewhat thoughtfully exemplify the stated purpose of utilizing this source for essay | - Writer includes personal opinion about the author, text or, topic - Writer does not clearly and succinctly outline how they intend to utilize this source within the context of their paper  - Writer does not clearly and succinctly outline their purpose in selecting this source for their paper  - Writer does not include quotations from piece that exemplify stated purpose of this source |
| **Organization** | Organization is audience-oriented, appropriate to topic and emphasis, and is somewhat original; shows attention to audience needs: | Organization is mostly audience-oriented, appropriate to topic and emphasis, and conventional; shows some attention to audience needs: | Organization of paper is more writer-oriented, creating difficulty for the audience: | Organization is writer-oriented, which impedes the audience’s movement through the paper: |
| **15 points** | - Organization of summary is deliberate and engages the audience, follows example  - Transitions are subtle and perhaps innovative | - Organization is mostly easy to follow, mostly follows example  - Transitions are mostly smooth | - Organization is sometimes confusing or difficult to follow, sometimes follows example  - Transitions are fairly weak or unclear | - Organization is confusing and difficult to follow, does not follow example  - Transitions are unclear or entirely missing |
| **Style**  **(including passive voice)** | Style is particularly well suited for topic and audience: | Style is conventional: | Style interferes with clarity in some places: | Style significantly detracts from clarity: |
| **20 points** | - Writing is clear, fluid, and mature.  - Precise, vivid and appropriate word choice.  - Sentences varied; subordination and coordination used effectively.  - Assignment is free from sentence-level and word-level errors and passive voice. | - Writing is understandable and competent - Mostly precise and vivid word choice.  - Most sentence structures are varied, and subordination and coordination mostly used well.  - Assignment has a few sentence- and/or word-level errors or passive voice. | - Writing is vague and disjointed.  - Some sentences are structurally varied with some vivid word choice.  - Assignment has several sentence-level and/or word-level errors or passive voice. | - Writing is confusing with conventional word choice.  - Sentences are structured similarly and/or are simple sentences.  - Sentence-level and/or word-level errors impede reader’s understanding, contains many instances of passive voice. |
| **Delivery**  **(proper MLA)** | Innovative accommodation of conventions; audience expectations are carefully accounted for: | Adequate accommodation of conventions; audience expectations and processing are mostly accounted for: | Some problems with audience first impressions; inadequate proofreading interferes in places with audience processing: | Delivery choices distract from paper and interfere with audience expectations and processing: |
| **20 points** | - Paper is formatted correctly following MLA style.  - Any visual is placed correctly into text.  - In-text and end-of-text citations follow correct MLA style. | - Paper is mostly formatted correctly following MLA style.  - Any visual is placed mostly correctly into text.  - In-text and end-of-text citations mostly follow correct MLA style. | - Paper is formatted somewhat incorrectly following MLA style.  - Any visual is placed somewhat incorrectly  - In-text and end-of-text citations only somewhat follow correct MLA style. | - Paper is formatted incorrectly following MLA style.  - Any visual is placed incorrectly  - In-text and end-of-text citations may be entirely missing. |