

Annotated Bibliography Evaluation Rubric:

(Adapted From: Vicki Spandel's *Creating Writers Through 6-Trait Writing Assessment and Instruction*)

| \ | Corresponds to an A | Corresponds to a B | Corresponds to a C | Corresponds to a D | Corresponds to an F | |
|--|---|---|---|---|--|------------|
| Source Selection: | Sources chosen are highly relevant to the topic; Sources adds greatly to research potential; few, if any additional sources needed | Most sources chosen are relevant to the topic; May require a small amount of additional research | Some sources chosen are relevant to the topic; writer may need additional sources to complete research | Few sources chosen are relevant to the topic; writer may require significant additional research | Sources are not relevant to researcher's topic; Sources necessitate extensive additional research | 20% |
| Credibility: | All sources are from credible, scholarly materials | Most sources are from credible, scholarly materials | Some sources are from credible, scholarly materials | Few sources are from credible, scholarly materials | Sources lack credibility | 20% |
| Annotations: | Annotations succinctly and comprehensively describe the source material; Annotations offer great insight into the source material | Most annotations are succinct; Most comprehensively describe the source material; Some offer insight into the source material | Some annotations may be too short or too long; Annotations adequately describe the source material, but lack insight | Few annotations meet the length requirements, few annotations adequately describe the source material; annotations offer little insight | Most annotations are either too short or too long; Annotations do not describe the source material; annotations offer no insight | 20% |
| Evaluations: | Evaluation clearly explains why the sources were chosen; demonstrates a clear understanding of research process; offers insight into source | Most evaluations explain why the sources were chosen; Understands the process of source acquisition | Evaluation sometimes explains why the sources were chosen; demonstrates some understanding of research process | Evaluation mostly lacking in explaining why the sources were chosen; demonstrates little understanding of research process | Evaluation does not explain why the sources were chosen; demonstrates no understanding of research process | 20% |
| Assignment Criteria: | Each sources has a proper citation; All citations are complete; All are in the proper MLA format | Most sources have proper citation; Most citations are complete; Most are in the proper MLA format | Some sources have proper citation; Some citations are complete; some are in the proper MLA format | Few sources have a proper citation; Few citations are complete; few are in the proper MLA format | Very few sources have a proper citation; Very few citations are complete; Very few are in the proper MLA format | 15% |
| Mechanics, Grammar, and Proofing: | Virtually free from mechanical, grammatical, punctuation, and spelling errors; All of the assignment requirements were met | Occasional minor errors do not distract the reader; the majority of assignment requirements were met | Some significant errors are present, but the overall meaning is clear; about half of the assignment requirements were met | Errors are distracting, but the meaning is still clear; only some of the assignment requirements were met | Errors distract the reader, to the extent the meaning is unclear; the assignment requirements were not met | 5% |