

## Grading Rubric

Please note that, in the interest of offering students practice in proofreading and editing their own work, comments offered through reproductions of the forms below are general in nature. That is, they identify systematic problems and make broad suggestions rather than making line-by-line corrections.

Following earlier treatments of version of the T&S, assessment of the T&S Update is done according to performance in several categories, named and described below. Each category is weighted with a number of steps' change to the basic grade of C. To align with earlier constructions, the refined topic proposal and annotated bibliography are assessed as specific units; the average of their scores will be the T&S Update score.

<b>Topic Proposal</b>		
<b>Category</b>	<b>Comments</b>	<b>Steps Yes/No</b>
Assignment Guidelines Met	•	+0/-3
Topic Clear and Appropriate	•	+2/-1
Rationale Clear and Appropriate	•	+2/-1
Questions Clear and Appropriate	•	+2/-1
Formatting Correct	•	+0/-1
Mechanics Correct	•	+0/-1
Engagement Developed	•	+1/+0
<b>Topic Proposal Score</b>		
<b>Annotated Bibliography</b>		
<b>Category</b>	<b>Comments</b>	<b>Steps Yes/No</b>
Assignment Guidelines Met	•	+0/-3
Introductory Paragraph Appropriate	•	+2/-1
Sources Appropriate	•	+2/-1
Citations Correct	•	+1/-1
Summaries Appropriate	•	+1/-1
Evaluations Appropriate	•	+1/-1
Formatting Correct	•	+0/-1
Mechanics Correct	•	+0/-1
<b>Annotated Bibliography Score</b>		
<b>Overall Score (average of Topic Proposal and Annotated Bibliography Scores)</b>		
<b>Overall Comments</b>		

### Topic Proposal

- Assignment Guidelines Met—Is the topic proposal within the assigned range of word count (three paragraphs)?

- Topic Clear and Appropriate—Is the subject of inquiry proposed one that conforms to the guidelines expressed in the assignment sheet? Is it sufficiently narrow to admit of focused treatment? Is it of sufficient heft to sustain focused treatment?
- Rationale Clear and Appropriate—Is the reasoning leading to the treatment of the subject of inquiry reasonable? Is the explanation thereof sufficient? Does the writer express sufficient connection to the subject to justify treatment thereof?
- Question Clear and Appropriate—Is the question to be addressed clearly indicated? Is it likely to stimulate appropriate knowledge-development? Is it framed in a way that suggests open-minded investigation of their answers?
- Formatting Correct—Is the text of the proposal double-spaced on letter-size sheets with one-inch margins on all sides; in 12-point Times New Roman, Garamond, or Georgia type; with page numbers in the upper right corner of the page, with the student's surname preceding the number; with page numbers and surnames in the same typeface as the rest of the document; with heading and title placed appropriately; and with text aligned fittingly?
- Mechanics Correct—In terms of usage, does the text conform to standards promulgated by the MLA and discussed during class time? Does it maintain a level of diction appropriate to its authorship and its intended audience?
- Engagement Developed—As a sort of extra-credit component, does the proposal offer some particularly engaging or poignant element unusual or exceptional in a work of first-year composition? Does it avoid cliché and trite phrasing? Does it stake out an unusual position or make a solid and reasonable attempt to push the boundaries of the assignment in productive ways?

### Annotated Bibliography

- Assignment Guidelines Met—Does the bibliography consist of an introductory paragraph and at least two entries, each of which consists of a citation, a paragraph-length summary, and a commentary paragraph?
- Introductory Paragraph Appropriate—Does the introductory paragraph transition smoothly and appropriately transition into the annotated bibliography from the topic proposal? Does it express the method for searching out the materials to be annotated in a manner suggestive of appropriate deliberation and consideration?
- Sources Appropriate—Are the sources treated secondary sources (with an option of one tertiary)? Are they likely to be reliable, given their provenance?
- Citations Correct—Do the citations in the bibliography conform to MLA standards in terms of content and presentation? Do they account for information appropriately?
- Summaries Appropriate—Does each entry's summary paragraph provide the information appropriate to a summary (thesis of the piece annotated, overview of major points of discussion)? Does it provide enough information for a reader to get an accurate sense of the summarized piece's content and form?
- Evaluations Appropriate—Does each entry's evaluative paragraph justify its potential use as a secondary source in answering the question selected for the SOQ?
- Formatting Correct—Is the text of the annotated bibliography double-spaced on letter-size sheets with one-inch margins on all sides; in 12-point Times New Roman, Garamond, or Georgia type; with page numbers in the upper right corner of the page, with the student's surname preceding the number; with page numbers and surnames in

the same typeface as the rest of the document; and with text aligned and separated fittingly, as noted above?

- Mechanics Correct—In terms of usage, does the text conform to standards promulgated by the MLA and discussed during class time? Does it maintain a level of diction appropriate to its authorship and its intended audience?