

LITERATURE REVIEW RUBRIC

		Superior (10)	Exemplary (8.5)	Competent (7)	Needs Improvement (1-6)	Not Evident (0)	Points
Organization	Flow	<ul style="list-style-type: none"> <li>*There is a thorough introduction that provides context.</li> <li>*Topic sentences or headings orient readers to main idea and purpose, and relate it directly to the thesis.</li> <li>*Transitions thoroughly indicate logical or sequential relationships between words, sentences, ideas, or sections.</li> <li>*Order of sentences, paragraphs, or sections logically builds ideas in a useful sequence.</li> <li>*There is a conclusion that strongly follows from what came before and reiterates main ideas.</li> </ul>	<ul style="list-style-type: none"> <li>*There is a somewhat thorough introduction that provides context.</li> <li>*Topic sentences or headings orient readers to main idea and purpose.</li> <li>*Transitions regularly indicate logical or sequential relationships between words, sentences, ideas, or sections.</li> <li>*Order of sentences is logical most of the time and assists in building ideas.</li> <li>*There is a conclusion that follows from what came before and reiterates main points.</li> </ul>	<ul style="list-style-type: none"> <li>*There is an introduction with background information.</li> <li>*Topic sentences or headings state main idea and purpose.</li> <li>*Transitions mostly indicate logical or sequential relationships between words, sentences, ideas, or sections.</li> <li>*Order of sentences contributes to the main topic most of the time.</li> <li>*There is a summary of main points at the end.</li> </ul>	<ul style="list-style-type: none"> <li>*The introduction needs more contextual background.</li> <li>*Topic sentences or headings are related to main idea and purpose.</li> <li>*Transitions sometimes indicate relationships between words, sentences, ideas, or sections.</li> <li>*Order of sentences partially detracts from the main topic.</li> <li>*The conclusion needs to better reiterate the main points.</li> </ul>	<ul style="list-style-type: none"> <li>*An introductory paragraph is needed.</li> <li>*Topic sentences or headings are confusing and need to state main idea and purpose.</li> <li>*Transitions that indicate relationships between words, sentences, ideas, or sections are needed.</li> <li>*Sentences order is confusing.</li> <li>*A conclusion that summarizes is needed.</li> </ul>	
	Mechanics	<ul style="list-style-type: none"> <li>*Outstanding control of spelling, punctuation, syntax, capitalization [do not use contractions].</li> <li>*Grade-level language skills demonstrate mastery of sentence types and vocabulary.</li> <li>* Fresh or innovative uses of language (writing style) support purpose.</li> </ul>	<ul style="list-style-type: none"> <li>*A few small errors on each page in language or one specific recurring error, but errors in language do not impede sense [do not use contractions].</li> <li>*Grade-level language skills of vocabulary and sentence types demonstrated regularly.</li> <li>*Style contributes to the effectiveness of the writing.</li> </ul>	<ul style="list-style-type: none"> <li>*Regular errors or patterns of error are noticed, but ideas still come through with only occasional difficulty [do not use contractions].</li> <li>*Some grade-level language skills are demonstrated; prior skills regularly correct.</li> <li>*Style is appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>*Regular errors or patterns of error interfere with reader understanding.</li> <li>*Grade-level language skills not yet demonstrated; prior skills sometimes demonstrated.</li> <li>* Style is inconsistent or inappropriate at times.</li> </ul>	<ul style="list-style-type: none"> <li>*There are many errors (in every sentence) that inhibit or prevent communication with a reader.</li> <li>*Language skills significantly below grade level.</li> <li>*Style is inappropriate throughout.</li> </ul>	
Audience	Tense	<ul style="list-style-type: none"> <li>*Vocabulary of the topic is used fluently and at the correct level of expertise for the audience and purpose.</li> <li>*Audience is narrowly defined and always accommodated [third person and proper tense].</li> </ul>	<ul style="list-style-type: none"> <li>*Vocabulary of the topic is used correctly.</li> <li>*Audience is narrowly defined and accommodated. [third person and proper tense].</li> </ul>	<ul style="list-style-type: none"> <li>*Vocabulary of the topic is used mostly correctly.</li> <li>*Audience is inconsistent [occasional misuse of tense, but proper use of personal pronoun].</li> </ul>	<ul style="list-style-type: none"> <li>*Vocabulary of the topic needs to be used more or more correctly.</li> <li>*Audience is or purpose needs greater definition [occasional misuse of tense or personal pronoun].</li> </ul>	<ul style="list-style-type: none"> <li>*Vocabulary of the topic is not yet used or not used correctly.</li> <li>*Audience is not clear.</li> </ul>	
Focus and Purpose	Thesis	<ul style="list-style-type: none"> <li>*Introduction draws reader in, clearly communicates subject and purpose of essay, and thoroughly addresses prompt.</li> <li>*Thesis, purpose, or main idea is clearly stated, insightful, and complete.</li> </ul>	<ul style="list-style-type: none"> <li>*Introduction has a good lead, clearly communicates subject and purpose, and is relevant to prompt.</li> <li>*Thesis, purpose, or main idea is clearly stated and complete.</li> </ul>	<ul style="list-style-type: none"> <li>*Introduction has a lead, states subject and purpose, and is related to prompt.</li> <li>*Thesis, purpose, or main idea is stated and needs small adjustments.</li> </ul>	<ul style="list-style-type: none"> <li>*Introduction has a weak lead, unclearly states subject and purpose, and is minimally related to prompt.</li> <li>*Thesis, purpose, or main idea is stated but confusing, vague, or off-topic.</li> </ul>	<ul style="list-style-type: none"> <li>*Introduction needs a lead, to state subject and purpose, or needs to connect to prompt.</li> <li>*Thesis, purpose, or main idea is unstated.</li> </ul>	
	Closure	<ul style="list-style-type: none"> <li>*Conclusion neatly connects to the purpose, and provides new insight and extends main idea.</li> </ul>	<ul style="list-style-type: none"> <li>*Conclusion restates main ideas and purpose without direct repetition and suggests next steps.</li> </ul>	<ul style="list-style-type: none"> <li>*Conclusion directly repeats main ideas and includes a relevant final statement.</li> </ul>	<ul style="list-style-type: none"> <li>*Conclusion repeats main idea incompletely and includes an incomplete final statement.</li> </ul>	<ul style="list-style-type: none"> <li>*Conclusion is disconnected from main ideas or goes off in new and unpredictable direction.</li> </ul>	

		Superior (10)	Exemplary (8.5)	Competent (7)	Needs Improvement (1-6)	Not Evident (0)	Points
Focus and Purpose	Support	*Message and purpose for writing are clear and compelling, and key terms are effectively repeated throughout. *All points, facts, and details strongly support the main idea and purpose. *The question or prompt is answered thoroughly.	*Message and purpose are clear throughout. *Points, facts, and details support the main idea and purpose. *The question is answered with some depth.	*Message and purpose are easily inferred even with some digression throughout. *Most points and facts support the main idea and purpose. *The question is answered.	*Message and purpose are still being defined and shaped throughout. *Some facts support the main idea, but some are irrelevant. *The question needs to be answered more carefully.	*Message and purpose are not yet clear throughout. *Main idea is poorly supported. Facts are often irrelevant. *The question needs to be addressed.	
Content	Significance	*Information is accurate, comprehensive, and significant. *Findings for each study are clearly articulated.	*Information is accurate and significant. *Findings for each study are explained.	*Information is accurate. *Finding for each study are present.	*Information has minor errors in accuracy. *Finding for each study are vague or unclear.	*Information has major errors in accuracy. *Finding for each study are missing.	
Evidence and Support	Details	*Important, well-chosen, evocative details from the methodologies demonstrate deep understanding of the subject. *All elements of the assignment are accounted for regarding each body paragraph.	*Important, well-chosen details from the methodologies demonstrate understanding of the subject. *Most elements of the assignment are accounted for in each body paragraph.	*Important details from the methodologies demonstrate understanding of the subject. *Sufficient elements of the assignment are accounted for in each body paragraph.	*Details from methodology are limited. *Insufficient information is included in the paragraphs to meet the desired learning objective.	*Details are limited and distract from the subject.	
	Depth	*5 or more studies used to prepare Literature Review.	*4 or more studies used to prepare Literature Review.	*3 or more studies used to prepare Literature Review.	*2-1 studies used to prepare Literature Review.	*No studies used to prepare Literature Review.	
Bibliography	Use of Text	*All sources are thoroughly and accurately cited in text and in bibliography in APA formatting. *Abundant support from a variety of reliable sources, both primary and secondary as assigned. *Sources are advanced and relevant. *Main ideas are supported with relevant and significant textual evidence.	*All sources are cited with very few mistakes. *Support from sources is sufficient to accomplish purpose. *Sources are grade-appropriate and relevant. *Main ideas are supported with relevant textual evidence.	*Sources are cited but may need more frequent citation or correct format. *Support from sources is present. *Sources are relevant. *Some sources may not be authoritative or complex. *Main ideas are supported with relevant textual evidence.	*Citation is attempted and partially correct. *Support from sources is present but insufficient to defend. *Sources are relevant but more variety or more relevant support is needed. *Main ideas are supported with information.	*Citation is insufficient or missing. See student handbook for plagiarism penalties. *Support from sources is minimal or not present or not relevant. *Understanding of source material not yet demonstrated. *Textual evidence is irrelevant.	
Total (out of 100)							