

Annotated Bibliography Rubric

	Exemplary	Superior	Satisfactory	Unsatisfactory	Score/Level
Number of required sources	5 or more relevant sources used in this research. Three of the 5 sources are obtained from academic journals.	5 or more relevant sources used in this research. Three of the 5 sources are obtained from academic journals.	At least 5 relevant sources used in this research. Three of the 5 sources are obtained from academic journals.	Less than 5 relevant sources used in this research and/or 50% of the sources not relevant to this research and/or 3 of the 5 sources are not obtained from academic journals.	
Relevance of source to instructional method	Sources are extremely relevant to the method and teaching students with high incidence disabilities.	Sources are very relevant to the method and teaching students with high incidence disabilities.	Sources are relevant to the method and teaching students with high incidence disabilities.	Few of the sources are relevant to the method and teaching students with high incidence disabilities.	
Quality of summary information	Summary information provided for all sources is comprehensive, clear, and complete.	Summary information provided for all sources is very complete and clear.	Summary information provided for most sources is clear and complete.	Summary information provided for all sources is unclear and incomplete.	
Quality of statement of efficacy	Annotations contain all the information needed to demonstrate efficacy of intervention. Annotations and statement of efficacy are effective in persuading the reader, providing evidence of the effectiveness for use with students with high incidence disabilities.	Annotations contain all the information needed to demonstrate efficacy of intervention. Annotations and statement of efficacy are persuasive, providing evidence of the effectiveness for use with students with high incidence disabilities.	Annotations contain most of the information needed to demonstrate efficacy. Annotations need more persuasive language and statements in order to provide evidence of the effectiveness for use with students with high incidence disabilities.	Annotations lack persuasive language and insufficient information to provide evidence of the effectiveness for use with students with high incidence disabilities.	

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<https://w.taskstream.com/RubricWizard/RubricPrintV>

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Format and mechanics	Grammar and spelling are flawless and present a very logic presentation of ideas.	Grammar and spelling are nearly flawless and present a logic presentation of ideas.	Grammar and spelling contain a few flaws. Although the presentation ideas are logic, some wording is careless.	Grammar or spelling flawed and the logic in the annotations is random. Evidence of carelessness. Some sources may be missing and/or the annotations need expansion. Annotations too brief or unclear.	
Lesson Plan	The method is effectively and comprehensively integrated into an instructional plan, using the SAS format. Lesson demonstrates highest efficacy of method.	The method is effectively integrated into an instructional plan, using the SAS format. Lesson demonstrates efficacy of method.	The method is somewhat integrated into an instructional plan, using the SAS format. Lesson demonstrates limited efficacy of method.	The method is not clearly integrated into an instructional plan and/or the SAS format is not used. Lesson demonstrates the efficacy of method.	