Report Writing Grading Rubric

Criteria	Excellent (20-18)	Good (17-16)	Fair (15-14)	Poor (13-12)	Unacceptable (11 or below)	
Focused Topic & Thesis	• Tightly focused topic informs readers about a distinct subject. • Well-articulated thesis provides an explicit purpose or aim for this report. • Thesis appears in introduction.	• Topic informs readers about a subject, but it could be more focused or distinct. • Thesis provides a general purpose or aim for this report. • Thesis appears in introduction.	One or more of the following: • Topic or subject is broad or vague. • Thesis provides confusing or unclear purpose or aim for this report. • Thesis appears outside the introduction.	More than one of the following: • Topic or subject is far too broad or vague. • Thesis provides no apparent purpose or aim for this report. • Thesis appears outside the introduction. • Either no apparent introduction or no thesis.	• Lacks both an apparent introduction and thesis.	0
Additional Comments:						
Research & Support	• Strong specific evidence, examples, and information that corroborates, validates, maintains, or sustains the objective thesis. • Includes appropriate amounts of ethos (character appeals), logos (logical appeals), and pathos (emotional appeals). • Uses a minimum of two acceptable primary or secondary sources.	• Convincing evidence, examples, and information that corroborates, validates, maintains, or sustains the objective thesis, though one or two pieces are unsuccessful. • Includes ethos (character appeals), logos (logical appeals), and pathos (emotional appeals). • Uses a minimum of two acceptable primary or secondary sources.	One or more of the following: • Unconvincing, generic, vague, or inappropriate evidence, examples, and information that does not fully corroborate, validate, maintain, or sustain the objective thesis. • Includes an inappropriate amount of ethos (character appeals), logos (logical appeals), or pathos (emotional appeals), or lacks one of these appeals to the severe detriment of the paper. • Uses at least one acceptable primary or secondary sources; the second is missing or not acceptable.	More than one of the following: • Weak or deficient evidence, examples, and information that does not corroborate, validate, maintain, or sustain the objective thesis. • Includes only one of the following: ethos (character appeals), logos (logical appeals), or pathos (emotional appeals). • Uses at least one acceptable primary or secondary sources; the second is missing or not acceptable.	• Does not provide any evidence, examples, or information.	0
Additional Comments:						
Strategies & Design	• Excellent use of rhetorical strategies (cause and effect, argument, classification, comparison, definition, description, dialogue, process, or narration) to explain claims and provide research materials throughout the report. • Excellent use of additional media, such as photos, charts, maps, graphs, videos, etc. (Media are not required.)	• Good use of rhetorical strategies (cause and effect, argument, classification, comparison, definition, description, dialogue, process, or narration) to explain claims and provide research materials throughout most of the report; more or stronger strategies could be used in some instances. • Good use of additional media, such as photos, charts, maps, graphs, videos, etc., though it slightly distracts from the text or messes up formatting. (Media are not required.)	One or more of the following: • Fair use of rhetorical strategies (cause and effect, argument, classification, comparison, definition, description, dialogue, process, or narration) to explain claims and provide research materials in some of the report; more or stronger strategies could be used in many instances. • Fair use of additional media, such as photos, charts, maps, graphs, videos, etc., though it distracts from the text, ruins formatting, or appears to take the place of text rather than supplement. (Media are not required.)	More than one of the following: • Poor use of rhetorical strategies (cause and effect, argument, classification, comparison, definition, description, dialogue, process, or narration) to explain claims and provide research materials throughout the report. • Poor or confusing use of additional media, such as photos, charts, maps, graphs, videos, etc.; this greatly distracts from the text, ruins formatting, or takes the place of text rather than supplement. (Media are not required.)	• No apparent use of any rhetorical strategies.	0
Additional Comments:						
Mechanics & Style	• Remains objective throughout the essay. • Tone of the essay is professional, formal, or scholarly. • Ideas and evidence are organized in a logical fashion (chronological, significance, spatial). • Sentence structure is correct and sentences are varied (beginnings, lengths, structures). • Diction is at a college level or the appropriate level for the audience. • Punctuation, spelling and capitalization are correct.	• Remains objective throughout the most of the essay; minor subjectivity in sections. • Tone of the essay is largely professional, formal, or scholarly; there are some informal slips, but they are minor. • Most of the ideas and evidence are organized in a logical fashion (chronological, significance, spatial); minor errors that do not hinder comprehension. • Sentence structure is generally correct. Some awkward sentences do appear. Sentences show some variety, with an occasional (1 or 2) repetition of sentence beginnings or a number of consecutive sentences of the same length or type. • Diction is mostly at the college level, with some examples of unsophisticated or poor/incorrect word choices. • There are one or two errors in punctuation, spelling, capitalization and/or other mechanics.	One or more of the following: • Objective in parts, but equally or more subjective throughout the essay. • Tone of the essay is not professional, formal, or scholarly; there are a lot of informal slips, some of them significant. • Most of the ideas and evidence are not organized in a logical fashion (chronological, significance, spatial), which hinders reader comprehension. • Work contains some sentence errors (2 or 3) and grammatical errors. Many consecutive sentences begin with the same words, are of the same length or the same sentence construction. • Diction is very elementary and lacks flair. • There are three or four errors in punctuation, spelling, capitalization, and/or other mechanics.	More than one of the following: • Remains subjective throughout most of the essay. • Tone of the essay is unprofessional, informal, or uneducated. • Ideas and evidence are highly disorganized, which greatly hinders reader comprehension. Should use chronological, significance, or spatial order. • Work contains multiple incorrect sentence structures (more than three). • Diction is elementary and often writing is awkward due to many examples of poor/incorrect word choice. • There are more than four errors in punctuation, spelling, capitalization, and/or other mechanics.	• Remains subjective throughout the essay. • Tone is unacceptable for an academic environment. • No apparent organization.	0
Additional Comments:						
APA	• Correct in-text citations (including parentheticals where applicable) for all sources. • References page includes all sources and formats all entries correctly.	• Correct in-text citations (including parentheticals where applicable) for most sources (minor problems). • Reference page includes all sources and correctly formats most entries (minor problems).	• Incorrect in-text citations for most sources (many problems) or provides few citations at all. • Reference page missing some source entries or formats most entries incorrectly (many problems).	• Incorrect in-text citations for all sources (major problems) or provides no in-text citations at all. • Reference page includes no source entries or formats all entries incorrectly (major problems).	• No in-text citations or Reference page.	0
Additional Comments:						
					FINAL GRADE	**0**