Technical Report Rubric (Assessment of Written Communications)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Item | Issue | Wgt | Exceptional (3) | Acceptable (2) | Marginal (1) | Unacceptable (0) | Points |
| Writing | Overall effectiveness of communication | 5 | [ ] The writer’s decisions about focus, organization, style/tone, and content made reading a pleasurable experience. Writing could be used as a model of how to fulfill the assignment. The purpose and focus of the writing are clear to the reader and the organization and content achieve the purpose well. Writing follows all requirements for the assignment. | [ ] The writer has made good decisions about focus, organization, style/tone, and content to communicate clearly and effectively. The purpose and focus of the writing are clear to the reader and the organization and content achieve the purpose well. Writing follows all requirements for the assignment. | [ ] The writer’s decisions about focus, organization, style/tone, and/or content sometimes interfere with clear, effective communication. The purpose of the writing is not fully achieved. All requirements of the assignment may not be fulfilled. | [ ] The writer’s decisions about focus, organization, style/tone, and/or content interfere with communication. The purpose of the writing is not achieved. Requirements of the assignment have not been fulfilled. |  |
| Writing | Clarity of writing | 3 | [ ] Writing flows smoothly from one idea to another. The writer has taken pains to assist the reader in following the logic of the ideas expressed. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer’s points easy to follow. | [ ] Sentences are structured and word are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer’s points easy to follow. | [ ] Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow. | [ ] Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult. |  |
| Writing | Demonstration of  knowledge | 2 | [ ] Demonstration of full knowledge of the subject with explanations and elaboration. | [ ] Writer is at ease with content and able to elaborate and explain to some degree. | [ ] Writer is uncomfortable with content. Only basic concepts are demonstrated and interpreted. | [ ] No grasp of required subject matter. No understanding of major issues. No interpretation of results. |  |
| Organization | Flow of information | 2 | [ ] Information is presented in a logical, interesting way, which is easy to follow. | [ ] Information is presented in a logical manner, which is easily followed. | [ ] Work is hard to follow as there is very little continuity. | [ ] Sequence of information is difficult to follow. No apparent structure or continuity. |  |
| Organization | Division of information | 2 | [ ] All information is located in the appropriate section. | [ ] Some information is in the wrong section. | [ ] Many items are in the wrong section. | [ ] Lack of appropriate sections or many items are in the wrong section. |  |
| Report | Format  &  aesthetics | 1 | [ ] Report format is consistent throughout including heading styles, fonts, margins, white space, etc. | [ ] Report format is generally consistent. | [ ] Many departures from required report format.  . | [ ] Work fails to follow required report format. |  |
| Figures & Graphs | Format & captions | 1 | [ ] Departmental format is observed in all figures and graphs. Captions effectively communicate content. | [ ] Minor departures from required format or inconsistencies between figures and graphs. Captions effectively communicate content. | [ ] Many departures from required format or inconsistencies between figures and graphs. Captions are ineffective in communicating content. | [ ] Work fails to follow required format. Captions are ineffective in communicating content. |  |
| Figures & Graphs | Effectiveness | 2 | [ ] All figures are effectively interpreted and discussed in the report. | [ ] Most figures are properly interpreted and important features noted. | [ ] Many figures are not interpreted. Important features are not communicated or understood. | [ ] Figures are not used effectively. Little understanding of important features or issues. |  |
| Figures & Graphs | Citations | 1 | [ ] Citations consistent with format. | [ ] Minor inconsistencies referring to figures. | [ ] Many inconsistencies referring to figures. | [ ] Citations fail to follow required format or no citation provided. |  |
| Tables | Format & captions | 1 | [ ] Departmental format is observed in all tables. Captions effectively communicate content. | [ ] Minor departures from required format or inconsistencies between tables. Captions effectively communicate content. | [ ] Many departures from required format or inconsistencies between tables. Captions are ineffective in communicating content. | [ ] Work fails to follow required format. Captions are ineffective in communicating content. |  |
| Tables | Effectiveness | 2 | [ ] All tables are effectively interpreted and discussed in the report. | [ ] Most tables are properly interpreted and important features noted. | [ ] Many tables are not interpreted. Important features are not communicated or understood. | [ ] Tables are not used effectively. Little understanding of important features or issues. |  |
| Tables | Citations | 1 | [ ] Citations consistent with format. | [ ] Minor inconsistencies referring to tables. | [ ] Many inconsistencies referring to tables. | [ ] Citations fail to follow required format or no citation provided. |  |
| Equations | Format & Citation | 3 | [ ] Departmental format is observed in all equations. Citations consistent with format. | [ ] Minor departures from required format or inconsistencies between equations. Minor problems with citation of equations. Some symbols not properly defined. | [ ] Many departures from required format. Many problems with citation of equations. Many symbols not properly defined. | [ ] Work fails to follow required format. Failed to use MS Equation Editor. Words used instead of symbols. |  |
| Mechanics | Spelling | 2 | [ ] Negligible errors. | [ ] Minor errors. | [ ] Several errors. | [ ] Numerous errors. |  |
| Mechanics | Grammar | 3 | [ ] Negligible errors. | [ ] Minor errors. | [ ] Several errors. | [ ] Numerous errors. |  |
| Readability | Noise-Free | 3 | [ ] Report was free of “noise issues.” | [ ] Some instances of “noise.” | [ ] Many instances of “noise.” | [ ] Report plagued with distractions and ‘noise.” |  |
| References | References | 1 | [ ] Reference section complete, comprehensive and follows required format. | [ ] Minor inadequacies in references or inconsistencies in format. | [ ] Inadequate list of references or failure to follow required format. | [ ] No referencing system used. |  |
| Overall Performance |  |  | [ ] Exceptional (A-Level) | [ ] Acceptable (B&C Level) | [ ] Marginal (D-Level) | [ ] Unacceptable (F-Level) | TOTAL |
| Points Required |  |  | 105-84 | 83-58 | 57-48 | 47-0 |  |