

HSEM 231 Writing and Presentation Rubric

CRITERIA / SCALE	90-100% Total pts _____ Exceeds Expectations	80-90% Total pts _____ Meets Expectations	70-80% Total pts _____ Needs Improvement	0-70% Total pts _____ Inadequate
<b>Structure</b> <ul style="list-style-type: none"> <li>• Organization</li> <li>• Flow of thought</li> <li>• Transitions</li> <li>• Format</li> </ul>	<ul style="list-style-type: none"> <li>• Paper is logically organized</li> <li>• Easily followed</li> <li>• Effective, smooth, and logical transitions</li> <li>• Professional format</li> </ul>	<ul style="list-style-type: none"> <li>• Paper has a clear organizational structure with some digressions, ambiguities or irrelevances</li> <li>• Easily followed</li> <li>• Basic transitions</li> <li>• Structured format</li> </ul>	<ul style="list-style-type: none"> <li>• There is some level of organization through digressions, ambiguities, irrelevances are too many</li> <li>• Difficult to follow</li> <li>• Ineffective transitions</li> <li>• Rambling format</li> </ul>	<ul style="list-style-type: none"> <li>• There is no apparent organization to the paper</li> <li>• Difficult to follow</li> <li>• No or poor transitions</li> <li>• No format</li> </ul>
<b>Grammar/Mechanics</b> <ul style="list-style-type: none"> <li>• Sentence structure</li> <li>• Punctuation/mechanics</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulates complex sentences for effect/impact</li> <li>• No punctuation or mechanical errors</li> </ul>	<ul style="list-style-type: none"> <li>• Uses complex sentences</li> <li>• Few punctuation or mechanical errors</li> </ul>	<ul style="list-style-type: none"> <li>• Uses compound sentences</li> <li>• Too many punctuation and/or mechanical errors</li> </ul>	<ul style="list-style-type: none"> <li>• Uses simple sentences</li> </ul>
<b>Language</b> <ul style="list-style-type: none"> <li>• Vocabulary; use of vocabulary</li> <li>• Tone</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary is sophisticated and correct as are sentences which vary in structure and length</li> <li>• Uses and manipulates subject specific vocabulary for effect</li> <li>• Writer's tone is clear, consistent, and appropriate for intended audience</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary is varied, specific and appropriate</li> <li>• Frequently uses subject specific vocabulary correctly</li> <li>• Writer's tone emerges and is generally appropriate to audience</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary is used properly though sentences may be simple</li> <li>• Infrequently uses subject specific vocabulary correctly</li> <li>• Writer's tone exhibits some level of audience sensitivity</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary is poor, not used properly in very simple sentences</li> <li>• Uses subject specific vocabulary too sparingly</li> </ul>
<b>Content/Information</b> <ul style="list-style-type: none"> <li>• Clarity of purpose</li> <li>• Critical and original thought</li> <li>• Use of examples</li> </ul>	<ul style="list-style-type: none"> <li>• Central idea is well developed and clarity of purpose is exhibited throughout the paper and presentation</li> <li>• Abundance of evidence of critical, careful thought and analysis and/or insight</li> <li>• Evidence and examples are vivid and specific, while focus remains tight</li> </ul>	<ul style="list-style-type: none"> <li>• Central idea and clarity of purpose are generally evident throughout the essay</li> <li>• Evidence of critical, careful thought and analysis and/or insight</li> <li>• There are good, relevant supporting examples and evidence</li> </ul>	<ul style="list-style-type: none"> <li>• The central idea is expressed though it may be vague or too broad; Some sense of purpose is maintained throughout the essay</li> <li>• Some evidence of critical, careful thought and analysis and/or insight</li> <li>• There are some examples and evidence, though general</li> </ul>	<ul style="list-style-type: none"> <li>• Central idea and clarity of purpose are absent or incompletely expressed and maintained</li> <li>• Little or no evidence of critical, careful thought or analysis and/or insight</li> <li>• There are too few, no examples and evidence or they are mostly irrelevant</li> </ul>