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| |  |  |  | | --- | --- | --- | | |  |  | | --- | --- | |  | Rubric for Writing Practices Report | | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **The “A” Paper** | **The “B” Paper** | **The “C” Paper** | **The “D” Paper** | **The “F” Paper** | | **INTRODUCTORY**  **SECTION** | Clearly identifies the job/profession being studied.  Provides sufficient, appropriate background information about the profession so that the reader can understand the information follows about writing in the profession.  Identifies 2-4 major themes related to writing in the job that will be explored in the remainder of the paper.  Attracts the intended audience’s interest. | Identifies the job/profession being studied.  Provides background information. This description may lack a few important details or may not consistently focus on features of the job that are relevant to writing in that profession.  Identifies major themes related to writing in the job, but one or two of those points are not as clearly identified or stated as it/they could be.  Attracts the intended audience’s interest, but more could be done to stimulate reader interest. | Names a field of study, but not necessarily a specific job/profession.  Background information is provided, but it is confusing or incomplete in some areas. The background information may not be clearly relevant to writing in the profession.  Identifies themes related to writing in the field, but those themes are somewhat confusing or unclear.  Attempts to attract the reader’s interest, but succeeds only somewhat. | Identifies and describes an occupation, but does so in a way that is confusing, vague, or superficial.  The details included in the description seem largely irrelevant to the topic of writing on the job.  Does not clearly identify major points about writing in the profession.  Makes minimal attempt to attract the reader’s interest. | Does not identify and/or describe a profession or presents this identification and/or description in very unclear and confusing manner.  Few details are provided and little or no link is made to the topic of writing on the job.  Lacks statement of major points about writing in the profession.  Fails to attract the reader’s interest. | | **CONTENT** | Includes extensive, specific details about and examples of writing in the occupation.  Clearly relates details and examples to the themes identified in the introductory section of the paper.  Effectively integrates information from the interview and other sources.  Includes all information required by the assignment. | Includes many specific details about and examples of writing in the occupation.  Relates most of the details and examples provided to the themes identified in the introductory section of the paper.  Effectively integrates, with just a few exceptions, information from the interview and other sources.  Includes all or almost all of the information required by the assignment. | Includes some details about and examples of writing in the occupation.  Relates some of the details and examples to the themes identified in the introductory section, but some details and examples seem irrelevant or extraneous.  Attempts to integrate information from the interview and other sources but is only partially successful.  Includes the majority of the information required by the assignment. | Includes few details about or examples of writing in the profession.  Only occasionally relates details and examples to the themes identified in the introductory section of the paper.  Integrates information from the interview and other sources awkwardly and only occasionally.  Lacks some important information that is required by the assignment. | Includes minimal or no details about of examples of writing in the profession.  Consistently fails to relate details and examples to the themes identified in the introductory section of the paper.  Rarely or never integrates information from the interview and/or other sources.  Fails to include the required information. | | **STYLE AND TONE** | Consistently uses a style and tone that is clear and engaging for the intended audience. | For the most part, uses a style and tone that is clear and engaging for the intended audience. | Uses a style and tone that is clear and engaging for the intended audience, but does not do so consistently. | Uses a style and tone that often unclear and/or not engaging for the intended audience. | Uses a style and tone that is confusing and/or inappropriate for the intended audience. | | **ORGANIZATION** | Demonstrates a logical, compelling progression of ideas, and a clear structure that moves the reader through the text.  Uses effective transitions throughout. | Demonstrates, with only a few exceptions, a logical progression of ideas that moves the reader through the text.  Uses, in the majority of instances, strong transitions that add to the paper’s coherence. | Demonstrates an awkward progression of ideas yet moves the reader through the text without extreme confusion.  Sporadically, but not equally, uses transitions throughout the paper. | Demonstrates a very awkward progression of ideas, yet the reader can decipher traces of a structure.  Uses only a handful of transitions throughout the paper. | Demonstrates an unclear and/or illogical progression of ideas, and the writer’s ideas and details seem strung together in a loose or random fashion.  Uses only a few, forced transitions, or no transitions are present. | | **MECHANICS** | Uses correct sentence structure with minimal grammar errors.  Demonstrates that the paper has been carefully copyedited. | Generally uses correct sentence structure with only a few minor errors in grammar that do not greatly distract the reader.  Demonstrates that the paper has been copyedited. | Includes some awkward sentences and occasional errors.  Demonstrates incomplete or only partially effective copyediting. | Contains a number of confusing sentences and distracting grammatical problems.  Reflects superficial, hasty copyediting. | Uses sentence structure that is consistently unclear, and include frequent grammatical and other sentence-level errors.  Reflects a lack of editing altogether. | | |