

Appendix 1

Formal Report Rubric

Formal Report Assessment Rubric 50%

Student Name:

Technical Writing Module – Year One

Student ID.....

Trait	Excellent (3.5-5)	Satisfactory (3-2)	Unsatisfactory (1.5-0)	E/S/U
Task Completion	<ul style="list-style-type: none"> Student has understood the objective of the task and completed the assignment as instructed. All required elements of the report (as identified in the assignment) are presented and completed to a high standard. The document is presented in a professional – looking document, using informative headings and figures/ tables where appropriate. The report meets the required word count. 	<ul style="list-style-type: none"> Student has understood the objective of the task and mostly completed the assignment as instructed. All required elements of the report ((as identified in the assignment) are presented and completed to a satisfactory standard. Attention to the presentation is given but may not be well-executed. The report almost meets the required word count. 	<ul style="list-style-type: none"> A student has misunderstood the objective of the task and failed to follow instructions. Key elements of the report are not provided and/or presented with errors. Overall presentation of the document is not to a professional standard. The report is under word limit. 	
Abstract/ executive summary	<ul style="list-style-type: none"> The purpose and objective of the report are clearly stated. The methodology of the research reached conclusion and suggested recommendations are effectively summarised. 	<ul style="list-style-type: none"> The purpose and objective of the report are stated. The methodology of the research, reached conclusion and suggested recommendations are partially summarised. 	<ul style="list-style-type: none"> The purpose and objective of the report are NOT clear. The methodology of the research, reached conclusion and suggested recommendations are poorly summarised or missing. 	
Introduction	<ul style="list-style-type: none"> The introduction is very well organized. It includes sufficient background information about the issue reported. All the necessary elements in the introduction are very well developed (the purpose, the scope and sources and methods) 	<ul style="list-style-type: none"> The introduction has background information about the issue reported. Some of the necessary elements in the introduction are elaborated (the purpose, the scope and sources and methods) 	<ul style="list-style-type: none"> The introduction has poor background information about the issue reported. Some of the necessary elements in the introduction are poorly elaborated or missing (the purpose, the scope and sources and methods) 	
Results & Visual Aids	<ul style="list-style-type: none"> Findings are arranged in well written logical segments. They are written clearly. Only facts are presented; there are no opinions or feelings. Clear, descriptive headings are used. Effective and clear visual aids are included. They are very well introduced and labelled. The section leads to an effective analysis of the findings. Discussion is clearly oriented to the purpose. It is organised in a considered, relevant manner, and leads the reader logically from the findings to the recommendations/conclusions. In other words, the justification for conclusions/recommendation is clear. If supported by appendices, these are effectively integrated into the discussion. 	<ul style="list-style-type: none"> Some findings are arranged in satisfactory logical segments. A few are written clearly. Not all facts are presented. Few visual aids are included. They are not always introduced and labelled clearly. The section leads to some analysis of the findings. 	<ul style="list-style-type: none"> Findings are NOT arranged in logical segments. They are Not written clearly. No visual aids are included/ or are very few. They are Not introduced and labelled clearly. The section does Not lead to effective analysis of the findings. 	
Discussion	<ul style="list-style-type: none"> Conclusions are relevant and accurately portray the key results of the document. Recommendations are specific action-oriented suggestions, oriented to the problem provided, and organized in a relevant manner. Conclusions/ recommendations logically flow from the document in a manner which is evident to the reader. They are presented in a clear, itemised format, with parallel grammatical structure. 	<ul style="list-style-type: none"> Discussion is oriented to the purpose, is organised but perhaps not to the best effect. The discussion provides justification and explanation leading to conclusions/ recommendations, but this is not always clear to the reader. If supported by appendices, these are integrated into the discussion, though not to the best extent. Material placed in appendices where appropriate. Conclusions are relevant and accurately portray the key results of the document. Recommendations are specific action-oriented suggestions, oriented to the problem provided, and organized in a relevant manner. Conclusions/ recommendations logically flow from the document in a manner which is evident to the reader. They are presented in a clear, itemised format, with parallel grammatical structure. 	<ul style="list-style-type: none"> Discussion is poorly organised and leaves the reader wondering how the conclusions and recommendations were made. Discussion may be supported by appendices, but the integration is not clear. 	
Conclusion/ Recommendations	<ul style="list-style-type: none"> Conclusions are relevant and accurately portray the key results of the document. Recommendations are specific action-oriented suggestions, oriented to the problem provided, and organized in a relevant manner. Conclusions/ recommendations logically flow from the document in a manner which is evident to the reader. They are presented in a clear, itemised format, with parallel grammatical structure. 	<ul style="list-style-type: none"> Conclusions are relevant and accurately portray the key results of the document. Recommendations are specific action-oriented suggestions, oriented to the problem provided, and organized in a relevant manner. Conclusions/ recommendations logically flow from the document in a manner which is evident to the reader. They are presented in a clear, itemised format, with parallel grammatical structure. 	<ul style="list-style-type: none"> Conclusions/ recommendation do not clearly flow from the document, and/ or miss key findings. They are not well organized, and are not presented in a clear, itemized format, with parallel grammatical structure. 	

Focus on Task and shared responsibility
Vocabulary, Clarity and Formality
Writing skills: Spelling, grammar, punctuation.
Referencing & in-text citation

- Report contains no errors in documentation (including citations, signal phrases, or References). The references in the list match the in-text citations and all were properly encoded in IEEE format.
- Some documentation errors exist but student generally understands how to use signal phrases; cite sources; compile a references page. No more than one or two citation errors.
- Found information is not documented correctly. Errors exist with signal phrases, citations, and references. The references in the list are missing or do not match the in-text citations.
- Very few spelling errors, correct punctuation, grammatically correct, complete sentences.
- Occasional lapses in spelling, punctuation, grammar, but not enough to seriously distract the reader.
- Numerous spelling errors, non-existent or incorrect punctuation, and/or severe errors in grammar that interfere with understanding.
- Highly appropriate, well chosen, precise and varied vocabulary.
- Consistently uses correct word choice and discipline-specific terminology.
- Argument effectively and efficiently conveyed; highly focused on the question; easily understood.
- Uses formal language.
- Consistently stays focused on task. Effectively encourages and supports the efforts of the group as a whole.
- Consistently and respectfully listens, interacts, discusses, and contributes to the group.
- Generally appropriate vocabulary; not overly repetitive. Generally, uses correct word choice and discipline-specific terminology.
- Argument reasonably clear; occasionally misses the point but answers the question; not over-elaborate or over-complicated.
- Language used is partially formal.
- Focuses on the task most of the time. Usually encourages and supports the efforts of the group as a whole.
- Usually respectfully listens, interacts, discusses, and contributes to the group.
- Excessively limited or inappropriate or repetitive vocabulary. Misuses discipline-specific terminology.
- Main point and/or argument is confused/unclear. Irrelevant information, no transition between ideas. Unclear conclusion.
- Language used is informal.
- Rarely focuses on the task and Lets others do the work. Rarely supports the efforts of the group as a whole.
- Rarely respectfully listens, interacts, discusses, and contributes to the group.