**Instructions Grading Rubric**

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| **Content and**  **Set-Up** | 15 The introductory material is well done: it states the purpose of the task/procedures and as necessary describes safety measures or other concerns or conditions; tools and materials are listed. | 12 The introductory material states the purpose of the task/procedures and as necessary describes safety measures or other concerns or conditions; tools and materials are listed. None of these are as full as needed. | 10 The introductory material is incomplete: it states the purpose of the task/procedures and as necessary describes safety measures or other concerns or conditions; but tools and materials are not listed. | 8 The introductory material is very incomplete, as many of the following are missing or lacking: purpose of the task/procedures; necessary safety measures/other concerns or conditions; tools  and materials |
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|  | 25 The body consists  of numbered step-by-step instructions and are expressed clearly, simply, and directly.  In general, the explanation enables users to understand what to do: the purpose of each step is clear and feedback statements are provided if necessary, but needless information or obvious steps are omitted. | 22 The above is met  in most cases, and though a few spots are unclear, the step-by-step instructions are largely successful. | 20 The above is met overall, but spots are not just unclear but poorly written; the instructions are not expressed clearly, simply, and directly and it is sometimes unclear what to do. | 15 The instructions are not successful  in part because the steps in the body are not expressed clearly, simply, and directly; in general, the explanation does NOT help users to understand what to do: steps and feedback statements are jumbled; but needless information or obvious steps are not omitted. |
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|  |  |  | 5 There is a brief conclusion, which can include follow-up advice, a troubleshooting guide, or just simple complimentary sentences. | 0 There is no  Conclusion. |
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|  |  | 5 “Notes” or “Cautions” appear whenever needed, in the introduction and before/at the step. | 3 “Notes” or “Cautions” appear in some places where needed, in the introduction and/or before/at the step. | 0 There are no  “Notes” or “Cautions” where needed. |
| **Language** | 20 The language is clear, concise, and professional-sounding and the style is appropriate for instructions: the steps generally have short sentences, are in the active voice and imperative mood, and have parallel phrasing. | 17 Overall the language is clear, concise, and professional-sounding and the style is generally appropriate for instructions, but just not as cleanly. | 14 Throughout, the language and style is less successful: places are not clear and concise; there is slang or other non-professional phrasings; the style is inappropriate for instructions in several places or in several ways (long sentences, passive voice, steps without parallel phrasing). | 10 As a whole, the language is NOT professional-sounding and the style is NOT appropriate for instructions; the above is met at  times but not throughout. |
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|  |  | 5 Everything is grammatically correct | 3 The instructions are mostly grammatically correct | 2 The instructions have many grammatical errors that make them  hard to follow. |
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| **Appearance** | 15 The instructions are designed effectively  with audience and purpose clearly in mind:   * White space is plentiful * Font is large enough to read easily * Concise headings let the reader know   what to expect   * White space/ highlighting sets off notes, cautions, or warnings; sets off feedback statements from steps | 12 The instructions are designed effectively but not all of the markers are met. However, they are still pleasant to read and designed with readers in mind. | 8 The instructions are not designed effectively for one or more reasons, though they are still successful overall: there needs to be more white space; there are poor or no headings; the font sizes and styles are inconsistent or too small to read easily; notes, cautions, warnings and/or feedback statements are not separated from steps through white space/highlighting | 5 The instructions are not designed effectively for one or more reasons, and this lack of design and attention to reader’s needs makes them unsuccessful: there needs to be more white space; there are poor or no headings; the font sizes and styles are inconsistent or too small to read easily; notes, cautions, warnings and/or feedback statements are not separated from steps through white space/ highlighting |
|  |  |  |  |  |
|  | 10 The instructions includes several appropriate graphics that exhibit a clear relationship to the text; they are clearly labeled and are referred to in the text. | 8 The instructions includes several appropriate graphics that exhibit a clear relationship to the text; but some of them might not be clearly labeled or referred to in the text. | 6 The instructions includes several graphics but some might not be appropriate; or different graphics are needed; they are not consistently or clearly labeled or are referred to in the text. | 4 The instructions do not have appropriate graphics, enough graphics, or relevant graphics; or the ones her are not related to the text, clearly labeled, or referred to in the text. |
| TOTAL: |  |  |  |  |

**Audience Analysis Memos**

The memo has:

\_\_\_\_ /5 appropriate **document design** following the guidelines provided in the book: spacing, font size/type

\_\_\_\_/10 a strong **organizational strategy** that is rhetorically effective; for memos this will include headings that orient the reader appropriately to what follows

\_\_\_/15 strong **content** that is complete and fits the terms of the assignment

\_\_\_ /10 **clear writing** on all levels

\_\_\_\_ /10 grammatical **correctness**

\_\_\_\_\_ Total

**Comments:**