2016 RUBRIC: Technical Writing

Score	4 (x's 5 = 20) – Exceeds	3 (x's 5 = 15) – Proficient	2 (x's 5 = 10) – Nearly Meets	1 (x's 5 = 5) – Does Not Meet	No Score
Purpose/ Organization	The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained and consistently, purposefully focused: • Controlling/main idea is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience and task. • Consistent use of a variety of transitional strategies to clarify the relationships between and among ideas. • Effective introduction and conclusion. • Logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety.	The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequate, sustained and generally focused: • Controlling/main idea is clear, and the focus is mostly maintained for the purpose, audience and task. • Adequate use of transitional strategies with some variety to clarify relationships between and among ideas. • Adequate introduction and conclusion. • Adequate progression of ideas from beginning to end; adequate connections between and among ideas.	The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus: • Controlling/main idea may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task. • Few uses of transitional strategies and/or little variety. • Introduction or conclusion, if present, may be weak. • Uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas.	The response has little or no discernable organizational structure. The response may be related to the claim but may provide little or no focus: • Controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task. • No transitional strategies are evident. • Introduction and/or conclusion is missing. • Frequent extraneous ideas are evident; ideas may be randomly ordered or have an unclear progression.	• Unintelligible • In a language other than English • Off-topic • **Copied text (plagiarized)** • Off-purpose

Score	4 (x's 5 = 20) – Exceeds	3 (x's 5 = 15) – Proficient	2 (x's 5 = 10) – Nearly Meets	1 (x's 5 = 5) – Does Not Meet	No Score
Evidence/ Elaboration	The response provides thorough and convincing support/evidence for the controlling/main idea that includes the effective use of sources (facts and details). The response clearly and effectively expresses ideas, using precise language: • Comprehensive evidence from sources is integrated; references/ resources are relevant and specific. • All references/resources are reliable, verifiable, and presented using APA format. • Effective use of a variety of elaborative techniques, giving supports of source, why source was used. • Vocabulary is clearly appropriate for the audience and purpose. • Effective, appropriate style enhances content.	The response provides adequate support/ evidence for the controlling/main idea that includes the use of sources (facts and details). The response adequately expresses ideas, employing a mix of precise with more general language: • Adequate evidence from sources is integrated; some references/ resources are general. • Majority of references/ resources are reliable, verifiable, and presented in APA format. • Adequate use of some elaborative techniques giving some supports of source, why source was used. • Vocabulary is generally appropriate for the audience and purpose. • Generally appropriate style is evident.	The response provides uneven, cursory support/ evidence for the controlling/main idea that includes partial or uneven use of sources (facts and details). The response expresses ideas unevenly, using simplistic language: • Some evidence from sources may be weakly integrated, imprecise, or repetitive; references/ resources are vague. • Some references/ resources may be unreliable, unverifiable, and not in APA format. • Weak or uneven use of elaborative techniques; development may consist primarily of source summary or rely on emotional, not factual appeal. • Vocabulary use is uneven or somewhat ineffective for the audience and purpose. • Inconsistent or weak attempt to create appropriate style.	The response provides minimal support/evidence for the controlling/main idea that includes little or no use of sources (facts and details). The responses expression of ideas is vague, lacks clarity, or is confusing: • Evidence from the source materials is minimal or irrelevant; references are absent or incorrectly used. • Absence or minimal, if any, reliable/verifiable, references/resources; no evidence of format. • Minimal, if any, use of elaborative techniques; emotional appeal may dominate. • Vocabulary is limited or ineffective for the audience and purpose. • Little of no evidence of appropriate style.	• Unintelligible • In a language other than English • Off-topic • **Copied text (plagiarized)** • Off-purpose

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Score	5 – Exceeds	3 – Proficient	1 – Does Not Meet	No Score
Conventions	The response demonstrates an adequate command of conventions: Skillful use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling.	The response demonstrates a partial command of conventions: Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling.	The response demonstrates little or no command of conventions: Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	• Unintelligible • In a language other than English • Off topic • **Copied text (plagiarized)** *Off purpose responses will still receive a score in conventions

Hybridized APA Format Checklist – Following items are required in Technical Writing Paper			
Item	Yes	No	Description/Details
1. Title Page			TITLE PAGE includes: • Title • Student names • School name • Submission date • All info located above the upper half of page, centered
2. Table of Contents			TABLE OF CONTENTS includes: • "Table of Contents" title
3. Abstract/ Summary			ABSTRACT or SUMMARY: • One paragraph overview of the topic and main supporting ideas • 150 – 250 words
4. Body			BODY OF PAPER: • Use of headings and subheadings in APA format
5. References			REFERENCES: • Includes a variety of reliable, verifiable sources • In APA format

Hybridized APA Format Checklist – Following items are required in Technical Writing Paper			
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2. Table of Contents			TABLE OF CONTENTS includes: • "Table of Contents" title
3. Abstract/ Summary			ABSTRACT or SUMMARY: • One paragraph overview of the topic and main supporting ideas • 150 – 250 words
EXTRA **Appendix/ Appendices (only if applicable, no penalty if not present)			*APPENDIX/APPENDICES – score only if applicable • Appropriate, relevant to topic • In APA format
Score: Circle one, based on items Y/N			**5 – Exceeds: 5 or 6 items present** **3 – Meets: 3 or 4 items present** **1 – Does NOT Meet – 2 or less items present** **NS – No Score**

Style

Style characteristics for Informative Technical Writing	• Written in 3rd person • Appropriate to audience and purpose • Majority of paper written in formal language • Use of accurate and technical terms that convey intended message • Appropriate use of tiered vocabulary

Three Tiers of Vocabulary Words

Tier 3 Vocabulary Words – Domain Specific Words	Tier 2 Vocabulary Words – General Academic Words	Tier 1 Vocabulary Words
Highly specialized, subject-specific; low occurrences in texts; lacking generalization. E.g. oligarchy, euphemism, hydraulic, neurotransmitters, abiotic/biotic, symptomatic, elements of design, etc.	Abstract, general academic across content areas; encountered in written language; high utility across instructional areas. E.g. principle, relative, innovation, function, potential, style	Basic, concrete, encountered in conversation/oral vocabulary; words most students will know at a particular grade level. E.g. injury, education, serious, nation.
Tier 3 words are specific to a domain or field of study and are key to understanding a new concept within a text or content area. Because they are closely tied to content knowledge of the discipline, they are far more frequent in informational text than in literature. Recognized as new and "hard" words for most readers, they are often explicitly defined by the author of a text, used repeatedly throughout the text, and otherwise heavily scaffolded (i.e. made part of an accompanying glossary). They are typically explicitly taught as part of the unit of study.	Tier 2 words are far more likely to appear in written text than in everyday speech. They appear in all sorts of texts, range from technical to literary, are highly generalizable, and consequently have high utility both for reading and writing. They often represent subtle or precise ways to label things or convey known ideas or concepts. Unlike Tier 1 words, they usually require a more deliberate effort to acquire.	Tier 1 words are not usually a challenge to the average (native) speaker, though English language learners will need to attend carefully to them. They are the words that most students can be expected to know at a given grade level. Many, perhaps most, of these words are acquired through conversation and without deliberate effort.