EXHIBIT 14.3

Task-Specific Rubric for a Genre: Practical Proposal

Letter of Transmittal and Document Design	10 9 8	7 6 5 4	3 2 1 0
• Has an effective letter of transmittal (addressed to appropriate decision maker; serves as executive summary: briefly explains problem, describes proposed solution, and summarizes supporting reasons) • Has professional appearance; good document design with clear headings and appropriately labeled diagrams (if needed); conveys strong ethos	Meets all criteria at high level	Meets some criteria; uneven	Meets few criteria
Presentation of the Problem	10 9 8	7 6 5 4	3 2 1 0
• Clearly describes the problem without presupposing the solution • Gives problem "presence" (chooses appropriate methods for motivating reader to care about problem) • Adequately develops the problem (shows who is affected, what is at stake); anticipates objections of a skeptical reader who dismisses the problem	Meets all criteria at high level; clear and developed	Meets some criteria; uneven; occasionally thin; some lapses in clarity	Meets few criteria; often unclear or undeveloped
Description of the Proposed Solution	10 9 8	7 6 5 4	3 2 1 0
• Describes proposed solution clearly • Explains costs; pays attention to practical details; convinces reader that writer has done his or her homework • Solution is made to seem doable • If writer proposes a planning committee to develop details of solution, writer clearly points out the details of a successful solution	Meets all criteria at high level; clear, easy to follow	Meets some criteria; uneven or has some lapses in clarity or development	Meets few criteria; often unclear or undeveloped
Justification for Proposed Solution	10 9 8	7 6 5 4	3 2 1 0
• Strongly motivates reader to act on the proposal; designs justification section by imagining chief reasons for audience resistance • States clear, effective reasons in support of proposal • Supports reasons with effective evidence • Effectively ties into values and beliefs of audience	Meets all criteria at high level; clear, easy to follow	Meets some criteria; uneven or has some lapses in clarity or development	Meets few criteria; often unclear or undeveloped

(Continued)

Overall Clarity of Writing	10 9 8	7 6 5 4	3 2 1 0
• Follows reader-expectation theory (forecasting, mapping; old/new contract; strong organization with topic sentences at head of paragraphs) • Is clear, concise, adequately developed, and graceful • Avoids errors in grammar, punctuation, usage, or spelling	Meets all criteria at high level	Meets some criteria; uneven	Meets few criteria
Overall Effectiveness of Document	10 9 8	7 6 5 4	3 2 1 0
• Effectively accomplishes writer's purpose of calling attention to a problem, proposing a solution, and giving strong reasons for acting on the proposal • Will make a persuasive first impression on intended audience if sent in present form • Shows strong ethos—gives decision maker a favorable impression of the writer's professional motives, and good will	Ready to submit with only minor revisions/ edits	Good potential but some/ significant revision or editing still needed	Back to the drawing board

EXHIBIT 14.4

Task-Specific Rubric for an Assignment Requiring Graphics

The assignment: You are a technical writer for an environmental organization that advocates for a coherent national energy policy. Periodically this organization publishes one-page informational pieces aimed at the general public. (Typically, the organization buys newspaper space for the pieces, which are desktop published in a two-column format that wraps around one or more inserted visuals—see attached example.) You are asked to write one of these one-page informational pieces on some meaningful "story" related to energy production and consumption, as shown in Table 888, "Energy Supply and Disposition by Type of Fuel: 1960–2003" from the U.S. Census Bureau, *Statistical Abstract of the United States: 2006*. Your goal is to pull information from the table to raise public consciousness about an environmental problem. Make your piece camera-ready by using a two-column format in which text wraps around at least one rhetorically effective graphic.

Rubric for Graphics Assignment

Quality of content (tells a significant energy story)	10 9 8	7 6 5 4	3 2 1 0
Increases reader's understanding of an environmental problem related to energy Has a clear informative purpose aimed at raising consciousness Uses "new" or "surprising" information to change reader's original view about some aspect of energy production or consumption Shows significance of the issue Is clearly written and easy to follow	Meets all criteria at high level; clear and easy to follow	Meets some criteria; uneven or has some lapses in clarity or development	Meets few criteria; often unclear or undeveloped

Quality of graphics	10 9 8	7 6 5 4	3 2 1 0
Graphics are visually appealing and easy to read Graphics have effective titles that refer to all pertinent dimensions of the graphic (both axes, legends) Graphics have effective labels, legends Graphics are effectively referenced in text	Meets all criteria at high level; clear and developed	Meets some criteria; uneven; some lapses in clarity	Meets few criteria; often unclear or undeveloped
Quality of the interrelationship between graphics and words	10 9 8	7 6 5 4	3 2 1 0
Follows principle of independent redundancy (tells in words the same story told by the graphic) Chooses effective details from the graphic to highlight the graphic's message Is easy to follow—reader readily sees how graphic supports story and story supports graphic	Meets all criteria at high level; clear, easy to follow	Meets some criteria; uneven or has some lapses in clarity or development	Meets few criteria; often unclear or undeveloped
Has strong overall effectiveness (professional appearance, clarity, impact)	10 9 8	7 6 5 4	3 2 1 0
Is camera-ready, formatted to look like the model example Effectively integrates graphics into the page design Is clear, well-organized, concise, adequately developed, and graceful Is well-edited, without errors in grammar, punctuation, usage, or spelling (see separate reduction for editing errors)	Meets all criteria at high level	Meets some criteria; uneven	Meets few criteria

Deductions for Rule-Based Errors in Grammar, Punctuation, Usage, or Spelling

Positive ethos		Annoying noise		Errors destroy ethos	
+5 0 −3		−5 −8 −10		−12 −15	

Different Methods of Describing Performance Levels

Finally, analytic rubrics can differ in the way they specify levels of achievement for each criterion. The most common approach, illustrated in Exhibit 14.1, gradually "steps down" the descriptors from level to level (in this case, six levels) to indicate different degrees of performance or merit. Typical step-down language includes terms such as these:

always	usually	some of the time	rarely
fully	adequately	partially	minimally
high or broad	adequate	limited	very limited