

## Appendix A - Holistic Rubric, adapted from [26].

Rank	Description
6	A <b>superior</b> response will not only define and describe the above content areas in detail but also provide vivid and particular descriptions arranged for a clear purpose. It will have a personal voice and use words with attention to their tone as well as their meaning; it will have a discernable organization and be focused. Response discusses both content areas with clear, specific language.
5	The <b>strong</b> response will be less vivid, detailed and focused than the superior one and may explain the relationship as well as show it. But the writing will accomplish the task strongly; the paper will use words with care and be orderly. Response discusses both content areas with clear language, but 1-2 statements require more specificity.
4	The <b>competent</b> response will accomplish the task in a minimal way: the descriptions will be clear enough to convey a relationship, but not in a particularly distinct way; the writing is likely to be marked by minor but frequent errors. Response discusses both content areas, but the content may be repetitious and (or) general.
3	The <b>weak</b> response does not accomplish the task, for a variety of reasons: it tells about, rather than describes, the above content areas; it features minimal or muddled detail; it loses track of its purpose; it shows patterns of error. Response discusses both content areas, but the organization is muddled and (or) impairs comprehension.
2	The <b>inadequate</b> response is likely to show patterns of serious error, to misunderstand or confuse the question, to use superficial and stereotyped language, to include oral structures with written language, or otherwise demonstrate serious problems. Response does not target one of the content areas or uses generic language that is not specific to the student's major or future workplace.
1	The <b>incompetent</b> response conveys ineptness at handling the assignment: it reflects failed attempts to begin the task, inability to produce the written dialect, unwillingness to undertake the writing assignment, and the like.

## Appendix B - Job Letter Rubric

Category	Description
Format	<p>5 - Complies with all requirements for a block or modified block letter: (Writer's Contact Info, Date, Sender's Contact Info, Salutation, Body, Closing, Signature, Signature Line, Enclosure)</p> <p>4 - Complies with all but 1 requirements for a block or modified block letter</p> <p>3 - Complies with all but 2 requirements for a block or modified block letter</p> <p>2 - Excludes 3 or more requirements for a block or modified block letter</p> <p>1 - Document not in a block or modified block letter format</p>
Salutation	<p>5 - Includes no errors in capitalization or punctuation (uses a colon instead of a comma) and is directed to a specific or general person (e.g., Human Resources Manager); Addresses employer with a professional title (e.g., Dr., Mr., Ms.) and their last name</p> <p>4 - Salutation has 1 error in capitalization or punctuation and is directed to a specific or general person; Salutation addresses the employer by a professional title and their last name</p> <p>3 - Salutation has 2 or more errors in capitalization or punctuation <u>or</u> directed to the organization/ department (e.g., Dear Texas Tech) instead of a person <u>or</u> addressed to a person using their full name (e.g., Dear Mr. John Smith)</p> <p>2 - Salutation has 3 or more errors in capitalization or punctuation <u>or</u> directed to a generic audience (e.g. Sir or Madam, To Whom it May Concern)</p> <p>1 - Salutation missing</p>
Goodwill	<p>5 - Established in the letter through association (e.g., My Aunt Fanny worked for you for 20 years and suggested I apply for the position of X) or relates one audience-focused fact not discussed in the job ad to one of the applicant's skills <u>and</u> thanks the reader; No mechanical errors</p> <p>4 - Established in the letter through association or relates one audience-focused fact not discussed in the job ad to one of the applicant's skills <u>and</u> thanks the reader; Includes 1 mechanical error</p> <p>3 - Includes one outside fact or mentions association but does not thank the reader <u>or</u> provides an illogical connection between the applicant's skill and the info found outside the job ad <u>or</u> contains 2 mechanical errors</p> <p>2 - Thanks the reader but does not provide the one outside fact or association, making the letter read generically <u>or</u> the fact is applicant-focused (e.g., You offer X program and I want experience in that area) <u>or</u> contains 3+ mechanical errors</p> <p>1 - No goodwill established</p>
Introduction	<p>5 - Applicant includes 4 functions, appearing in any order: names the source of the job ad, identifies the position, asks to be considered for the position, and forecasts the letter with no mechanical errors</p> <p>4 - Applicant includes the 4 required functions but with 1 mechanical error</p> <p>3 - Applicant includes 3 of the 4 required functions <u>or</u> section contains 2 mechanical errors</p> <p>2 - Applicant includes 1 or 2 of the 4 required functions <u>or</u> section contains 3+ mechanical errors</p> <p>1 - None of the 4 required functions included</p>
Education Narrative	<p>5 - Contains vivid descriptions that the applicant connects to the job ad requirements; It has a personal voice and uses words with attention to their tone as well as their meaning; Includes a focused organization that parallels with the job ad</p> <p>4 - Less vivid, detailed and focused than the superior response and may explain the relationship as well as show it. But the writing will accomplish the task strongly; The narrative will use words with care and its organization mirrors the job ad; May contain 1 mechanical error</p> <p>3 - Accomplishes the task in a minimal way: the descriptions will be clear enough to convey a relationship between the applicant's skills and the job ad requirements, but not in a particularly distinct way; The writing is likely to be marked by minor (1-2) errors; Organization mirrors the job ad</p> <p>2 - Most of the narrative tells readers the applicant's experience, rather than describes it; Features minimal or muddled detail; Loses track of its purpose; Shows patterns of error (3+); Organization is muddled and (or) impairs comprehension</p> <p>1 - No education narrative provided and job ad stresses education</p>
Employment Narrative	<p>5 - Contains vivid descriptions that the applicant connects to the job ad requirements; Has a personal voice and uses words with attention to their tone as well as their meaning; Includes a</p>

	<p>focused organization that parallels the job ad</p> <p>4 - Less vivid, detailed and focused than the superior response and may explain the relationship as well as show it. But the writing will accomplish the task strongly; The narrative will use words with care and its organization mirrors the job ad; May contain 1 mechanical error</p> <p>3 - Accomplishes the task in a minimal way: the descriptions will be clear enough to convey a relationship between the applicant's skills and the job ad requirements, but not in a particularly distinct way; The writing is likely to be marked by minor (1-2) errors; Organization mirrors the job ad</p> <p>2 - Most of the narrative tells readers the applicant's experience, rather than describes it; Features minimal or muddled detail; Loses track of its purpose; Shows patterns of error (3+); Organization is muddled and (or) impairs comprehension</p> <p>1 - No employment narrative provided and job ad stresses employment experience</p>
Action	<p>5 - Applicant explicitly and politely requests an interview with the potential employer with no mechanical errors</p> <p>4 - Applicant explicitly and politely requests an interview with the potential employer with 1 mechanical error</p> <p>3 - Applicant requests additional time (e.g., We should speak soon...) with the potential employer, but never explicitly asks for an interview <u>or</u> contains 2 mechanical errors</p> <p>2 - Applicant requests additional time with the potential employer, but the request is illogically placed or impairs comprehension <u>or</u> contains 3+ mechanical errors</p> <p>1 - Applicant never explicitly requests an interview or requests additional time with the employer</p>
Closing	<p>5 - Applicant references enclosed résumé and provides the reader with contact info; Ends with an appropriate closing (e.g., Sincerely); No mechanical errors</p> <p>4 - Applicant references enclosed résumé and provides the reader with contact info; Ends with an appropriate closing but with 1 mechanical error</p> <p>3 - Applicant references enclosed résumé but does not provide the reader with contact info; Ends with an appropriate closing <u>or</u> contains 2 mechanical errors</p> <p>2 - Applicant provides no reference to enclosed résumé but provides the reader with contact info <u>or</u> does not end with an appropriate closing <u>or</u> contains 3+ mechanical errors</p> <p>1 - Applicant never references the résumé and provides no contact information or closing</p>

## Appendix C - Résumé Rubric

Category	Description
Consistency	<p>5 - Résumé resembles job letter in design and organization; Both share the same design elements (e.g., font, size, color), making them look like a pair; Both are organized identically (e.g., education is the first major section of both documents) based on the qualifications listed in the job listing</p> <p>4 - Résumé somewhat resembles job letter in design and organization; Design-wise, both documents lack 1 consistent element <u>and/or</u> both sections contain 1 lapse in their organizational pattern, either among each other or according to the job listing</p> <p>3 - Résumé somewhat resembles job letter in design and organization; Design-wise, both documents lack 2 consistent elements <u>and/or</u> both sections contain 2 lapses in their organizational pattern, either among each other or according to the job listing</p> <p>2 - Résumé somewhat resembles job letter in design and organization; Design-wise, both documents lack 3+ consistent elements <u>and/or</u> both sections contain 3+ lapses in their organizational pattern, either among each other or according to the job listing</p> <p>1 - Résumé and job letter share no common design elements or consistent organizational patterns; Both look like they were written by two different students</p>
Tailoring	<p>5 - Student applies for a position he/she is qualified for (see the job listing's qualifications) <u>and</u> selects the résumé form (e.g., functional, reverse chronological) that best showcases these qualifications; Major résumé sections parallel the qualifications outlined by the job listing (e.g., the skills emphasized in the job listing should be the first skills the résumé emphasizes) <u>or if</u> résumé includes an objective statement, student names the job title, company name, and skills emphasized in job listing with no mechanical errors</p> <p>4 - Student applies for a position he/she is qualified for <u>and</u> selects the résumé form that best showcases these qualifications; One major résumé section does not parallel the qualifications listed in the job listing <u>or if</u> résumé includes an objective statement, student presents only includes adequate detail (e.g., fails to name company) <u>or</u> includes 1 mechanical error</p> <p>3 - Student applies for a position he/she is qualified for <u>and</u> selects the résumé form that best showcases these qualifications; Two major résumé sections do not parallel the qualifications listed in the job listing but all relevant information is included <u>or if</u> résumé includes an objective statement, student uses minimal personalization (e.g., only names job title, company name, <u>or</u> skills emphasized in job listing) <u>or</u> includes 2 mechanical errors</p> <p>2 - While student chooses a résumé form that does not showcase his/her skills the most successfully, all vital résumé categories are represented <u>or if</u> résumé includes an objective statement, student presents a generic objective statement that is not personalized to the targeted position <u>or</u> includes 3+ mechanical errors</p> <p>1 - Student applies for a position he/she is not currently qualified for</p>
Heading	<p>5 - Résumé includes all pertinent heading information (e.g., name, address, and at least one form of contact information), which is also consistent to the organization in the job letter</p> <p>4 - Student presents heading information consistent to its presentation in the job letter with 1 error in consistency (e.g., order of e-mail address and phone number are swapped)</p> <p>3 - Student presents heading information with 2 consistency errors with the job letter</p> <p>2 - Student presents heading information with 3+ consistency errors with the job letter</p> <p>1 - Student includes no heading</p>
Education Section	<p>5 - Section placed appropriately (see job listing); Includes college name, degree, and graduation date; If GPA is included, it is above a 3.0; Includes no high school information; No mechanical errors <u>or if</u> relevant coursework section is provided, discussion includes course number, title, and a specific description of each course's content relevant to the job's duties with no mechanical errors</p> <p>4 - Section placed appropriately; Includes college name, degree, and graduation date; If GPA is included, it is above a 3.0; Includes no high school information; Contains 1 mechanical error <u>or if</u> relevant coursework section is provided, discussion includes course number, title, and a specific description of each course's content relevant to the job's duties <u>or</u> section includes 1 mechanical error</p> <p>3 - Section placed appropriately; Student may forget to include graduation date but</p>

	<p>college name and degree are included; If GPA is included it is above a 3.0; High school information may be listed but only takes up 1-2 lines <u>or</u> includes 2 mechanical errors <u>or</u> <b>if</b> relevant coursework section is provided, discussion at least includes course title and a specific description of each course's content relevant to the job's duties <u>or</u> section includes 2 mechanical errors</p> <p>2 - Section not placed appropriately <u>or</u> student forgets to include college name or degree <u>or</u> includes GPA lower than a 3.0 or includes high school information that takes up 3+ lines of information <u>or</u> includes 3+ mechanical errors <u>or</u> <b>if</b> relevant coursework section is provided, discussion includes course title but a vague or general description of each course's content relevant to the job's duties <u>or</u> no description of course content is included <u>or</u> section includes 3+ mechanical errors</p> <p>1 - Includes no education information and education is required for the position (see job listing)</p>
Experience Section	<p>5 - Experience included is appropriate and listed with organization name, title, and location; Sentence fragments are concise, direct, and use strong action verbs; Applicant shows qualifications rather than tells; Results are quantified, when necessary; Experience listed in correct chronological order; No mechanical errors</p> <p>4 - Experience included is appropriate and listed with organization name, title, and location; Sentence fragments are concise, direct, and use strong action verbs; Applicant shows qualifications rather than tells; Results are quantified, when necessary; Experience listed in correct chronological order but with 1 mechanical error</p> <p>3 - Too much or too little experience is included; Verbs may be weak and verb tense may be incorrect; Location, dates of employment, and/or title may be missing <u>or</u> includes 2 mechanical errors</p> <p>2 - Descriptions are not detailed and offer no illustration of what was done <u>or</u> written in narrative form and uses the first-person pronoun (I) <u>or</u> includes 3+ mechanical errors</p> <p>1 - Includes no experience information (work, volunteer, leadership or other) and experience is required for the position (see job listing) <u>or</u> lists jobs by title and provides no description of performed duties</p>
Personal Info	<p>5 - Student uses personal information to create a more well-rounded image (e.g., leadership positions with other organizations); <b>if</b> hobbies are included, they logically connect to the job being sought</p> <p>4 - Student attempts to use personal information to create a more well-rounded image that do not logically connect (either in position or job duties) to the job being sought (e.g., involvement in fraternities and sororities); <b>if</b> hobbies are included, they logically connect to the job being sought <u>or</u> contains 1 mechanical error</p> <p>3 - Student details a list of hobbies/interest that illogically connect to the job being sought <u>or</u> contains 2 mechanical errors</p> <p>2 - Student details any of the following: marital status, date of birth, number of dependents, height/weight, physical/health status <u>or</u> contains 3+ mechanical errors</p> <p>1 - Student details any of the following: religious preference (if not applying for a faith-based position), race, or includes photograph</p>
References	<p>5 - Includes a section that looks consistent to other sections (e.g., design); Contains a statement like "references available upon request"; No mechanical errors</p> <p>4 - Includes a section that looks consistent to other sections; Contains a statement like "references available upon request" but with 1 mechanical error</p> <p>3 - Student lists references by name only <u>or</u> section is not consistent (e.g., heading does not match other résumé headings) <u>or</u> contains 2 mechanical errors</p> <p>2 - Student lists references by name and includes their contact info, wasting space for other, more persuasive information <u>or</u> contains 3+ mechanical errors</p> <p>1 - Student includes no reference to additional references</p>

## Appendix D - Claim Letter Rubric

Category	Description
Format	<p>5 - Complies with all requirements for a block or modified block letter: (Writer's Contact Info, Date, Sender's Contact Info, Salutation, Body, Closing, Signature)</p> <p>4 - Complies with all but 1 requirements for a block or modified block letter</p> <p>3 - Complies with all but 2 requirements for a block or modified block letter</p> <p>2 - Excludes 3 or more requirements for a block or modified block letter</p> <p>1 - Document not in a block or modified block letter format</p>
Salutation/Closing	<p>5 - Includes no errors in capitalization or punctuation and directed to a specific or general person (e.g., Customer Service Manager)</p> <p>4 - Salutation and closing have 1 error in capitalization or punctuation and directed to a specific or general person</p> <p>3 - Salutation and closing have 2 errors in capitalization or punctuation <u>or</u> directed to a department (e.g., Customer Service) instead of a person</p> <p>2 - Salutation and closing have 3+ errors in capitalization or punctuation <u>or</u> directed to the organization (e.g., Sony) instead of a person</p> <p>1 - Salutation and/or closing missing</p>
Claim	<p>5 - Stated early and clearly identifies the dissatisfaction with product or service; No mechanical errors</p> <p>4 - Stated early and clearly identifies the dissatisfaction with product or service but with 1 error</p> <p>3 - Stated with wordy but comprehensible language <u>or</u> contains 2 mechanical errors</p> <p>2 - Stated in an abrupt or challenging tone <u>or</u> with indirect or muddled language <u>or</u> contains 3+ errors</p> <p>1 - No claim stated</p>
Background	<p>5 - Provided after the initial claim as a concise narrative that contains all pertinent product info, is well-organized, and contains no mechanical errors</p> <p>4 - Provided after the initial claim as a concise narrative that contains all pertinent product info, is well-organized, but contains 1 error</p> <p>3 - Provided before or after the initial claim as a wordy but complete, comprehensible narrative <u>or</u> contains 2 mechanical errors</p> <p>2 - Provided before or after the initial claim but organization, length or absence of pertinent product info impairs comprehension <u>or</u> writer directly challenges the manufacturer <u>or</u> contains 3+ errors</p> <p>1 - No pertinent background info included</p>
Action	<p>5 - Requested in a polite tone (e.g., Please refund...) with no mechanical errors</p> <p>4 - Requested in a polite tone (e.g., Please refund...) with 1 mechanical error</p> <p>3 - Presented with indirect but comprehensible language <u>or</u> contains 2 mechanical errors</p> <p>2 - Demanded in a harsh tone (e.g., Refund the cost...) <u>or</u> language impairs comprehension <u>or</u> contains 3+ errors</p> <p>1 - No action stated</p>
Goodwill	<p>5 - Established at the beginning and end ('thank you') of letter with no mechanical errors, author seems sincere in resolving claim and continuing patronage</p> <p>4 - Established at the beginning and end of letter with 1 mechanical error <u>or</u> lacks an explicit statement of sincerity</p> <p>3 - Established only at the beginning or the end of letter <u>or</u> contains 2 mechanical errors</p> <p>2 - Author says something negative about company <u>or</u> threatens future patronage <u>or</u> contains 3+ errors</p> <p>1 - No goodwill established</p>

## Appendix E - Solicitation E-mail Rubric

Category	Description
Format	<p>5 - Complies with all requirements of an e-mail: (To, From, and Subject fields; Salutation; Body; Closing; and Typed signature); <u>No signed e-mails</u></p> <p>4 - Complies with all but 1 requirements for an e-mail</p> <p>3 - Complies with all but 2 requirements for an e-mail</p> <p>2 - Excludes 3 or more of the requirements for an e-mail</p> <p>1 - Document not in e-mail format</p>
Subject Line & Salutations	<p>5 - Subject header is concise and specific (e.g., Need an Internship? TTU's PR Club Can Help!); E-mail's body is addressed to a specific person using an informal address (e.g., Dear Sally) and punctuation (use a comma not a colon); Proper salutation included and ends with a comma; No mechanical errors</p> <p>4 - Subject header is concise and specific; E-mail's body is addressed to a specific person using an informal address and proper salutation is included, but with 1 mechanical error</p> <p>3 - Subject header is slightly wordy or vague but still shows an awareness to its audience (e.g., TTU Society of Physics Students) <u>or</u> salutation addresses a group of recipients (e.g., Dear TTU Students) <u>or</u> with an overly formal tone and/or punctuation (e.g., Dear Mr. Smith.); Proper salutation included, <u>or</u> contains 2 mechanical errors</p> <p>2 - Subject header is vague (e.g., Learning Useful Skills While Assisting Others), muddled, or unconnected to the subject of the e-mail (e.g., Hi), increasing the likelihood of the receiver hitting 'delete' before opening the e-mail <u>or</u> salutation addresses no particular audience (e.g., Hi there) <u>or</u> contains no closing <u>or</u> contains 3+ errors</p> <p>1 - No subject header <u>and/or</u> salutation provided</p>
Attention	<p>5 - Opening hooks the reader with a vivid story or provocative statement (e.g., Lubbock schools rank in the bottom quartile for state spending) that logically connects to one of the organization's benefits, compelling the reader to continue reading; Opening is concise and uses active language that shows an attention to audience (e.g., you-inclusive) and paints a vivid picture; No mechanical errors</p> <p>4 - Opening hooks the reader with a vivid story or provocative statement that logically connects to one of the organization's benefits and compels the reader to continue reading; Opening is concise and <b>primarily</b> uses active language to appeal to its audience <u>or</u> contains 1 mechanical error</p> <p>3 - Opening includes a comprehensible story or statement but its connection to the organization's purpose is implicit <u>or</u> contains wordy or uninspired language that tells readers more than shows <u>or</u> is not audience-centered (e.g., We need new club members! Join The Agriculture Club Today!) <u>or</u> contains 2 mechanical errors</p> <p>2 - Opening attempts to grab the reader's attention, but the idea has no connection to the organization's benefits <u>or</u> contains muddled language or language that could potentially alienate readers (e.g., Need more PR experience for your résumé? Get off your duff and come see us!) <u>or</u> contains 3+ mechanical errors</p> <p>1 - Opening makes no attempt to grab the reader's attention</p>
Interest	<p>5 - Piques the reader's interest by creating context, which can include establishing credibility (e.g., We're Texas' leading Agriculture club) or offering brief background info with an emphasis of how the organization's purpose benefits the reader (e.g., Top PR firms recruit new employees at our annual conference); Discussion is concise and uses active language that shows an attention to audience (e.g., you-inclusive) and paints a vivid picture; No mechanical errors</p> <p>4 - Piques the reader's interest by creating context, which can include establishing credibility or offering brief background info with an emphasis of how the organization's purpose benefits the reader; Discussion is concise and uses active language that shows an attention to audience and paints a vivid picture; Discussion is concise and <b>primarily</b> uses active language to appeal to its audience <u>or</u> contains 1 mechanical error</p> <p>3 - Includes a comprehensible narrative that somewhat establishes context but never explicitly discusses how readers benefit from joining the organization</p>

	<p><u>or</u> contains wordy or uninspired language that tells readers more than shows <u>or</u> is not audience-centered (e.g., There are many ways our club appeals to its members) <u>or</u> contains 2 mechanical errors</p> <p>2 - Attempts to establish context, but the execution is muddled or provides readers with no clear idea of the organization's purpose or the value in joining <u>or</u> the language is muddled or inappropriate <u>or</u> contains 3+ mechanical errors</p> <p>1 - E-mail makes no attempt to peek the reader's interest by establishing context</p>
Desire	<p>5 - Demonstrates why the reader needs to join the organization by anticipating potential objections to joining the organization (e.g., time and/or money) with a discussion of how the reader's involvement will be valued; Discussion is concise and uses active language that shows an attention to audience (e.g., you-inclusive) and paints a vivid picture; No mechanical errors</p> <p>4 - Demonstrates why the reader needs to join the organization by anticipating potential objections to joining the organization with a discussion of how the reader's involvement will be valued; Discussion is concise and <b>primarily</b> uses active language to appeal to its audience <u>or</u> contains 1 mechanical error</p> <p>3 - Demonstrates why the reader needs to join the organization by anticipating potential objections to joining the organization with a wordy or uninspired discussion of how the reader's involvement will be valued; <u>or</u> contains 2 mechanical errors</p> <p>2- Anticipates potential objections with a patronizing discussion of the reader's involvement (e.g., Membership only costs \$20. Who can't afford that?) <u>or</u> lacks the discussion of a barrier vital to joining the organization <u>or</u> contains 3+ mechanical errors</p> <p>1 - E-mail makes no attempt to anticipate the reader's potential barriers to joining the organization</p>
Action	<p>5 - Invites reader to a specific event, makes it easy for reader to get involved (e.g., fill out the attached application, come to Room 2311 in the BA), and tells reader how to find additional information; Author seems sincere in recruiting the reader; Contains no mechanical errors</p> <p>4 - Invites reader to a specific event, makes it easy for reader to get involved, and tells him/her where to find additional information but contains 1 mechanical error <u>or</u> lacks a statement of sincerity</p> <p>3 - Invites reader to a specific event and makes it easy for him/her to get involved but neglects to mention where to find additional information <u>or</u> contains 2 mechanical errors</p> <p>2 - Neglects to tell reader how to specifically get involved with the organization (e.g., we hold meetings pretty regularly) <u>or</u> requests action with muddled or indirect language <u>or</u> contains 3+ mechanical errors</p> <p>1 - E-mail never invites reader to a specific event <u>or</u> never shows reader how to get involved with the organization</p>

## Appendix F - Instructions Set Rubric

Category	Description
Title	<p>5 - Contains a clear, usable title (e.g., Instructions for Cleaning the Drive Head of your Laptop Computer) that informs users what to expect from the instructions; No mechanical errors</p> <p>4 - Contains a clear, usable title that informs users what to expect from the instructions <u>and</u> contains 1 mechanical error</p> <p>3 - Contains a title that identifies the subject <u>but</u> fails to forecast the instruction set (e.g., The Laptop Computer) <u>or</u> contains 2 mechanical errors</p> <p>2 - Contains a general title that fails to identify the subject of the instruction set (e.g., Good Practices) <u>or</u> contains 3+ mechanical errors</p> <p>1 - Contains no title</p>
Introduction	<p>5 - Explains the purpose of the instructions unless it's obvious (e.g., a coffee maker), identifies a specific audience (e.g., aircraft maintenance), and discusses the benefits of performing the instructed task; Uses clear language with a level of technicality appropriate for the defined audience; Includes a complete list of tools and materials or a description of the conditions for performing the task, if applicable; Items are presented in a list or some visually distinctive manner that separates it from the introductory text; No mechanical errors</p> <p>4 - Explains the purpose of the instructions unless it's obvious, identifies a specific audience, and discusses the benefits of performing the instructed task; Uses mostly clear language with a level of technicality appropriate for the defined audience; Includes a complete list of tools and materials or a description of the conditions for performing the task, if applicable; Items are presented in a list or some visually distinctive manner that separates it from the introductory text; <u>and</u> contains 1 mechanical error</p> <p>3 - Explains the purpose of the instructions unless it's obvious and mentions the benefits of performing the instructed task <u>but</u> fails to explicate an audience <u>or</u> uses general, but comprehensible language; Includes a complete list of tools and materials or a description of the conditions for performing the task, if applicable; however, some or all information is presented in the narrative or the introduction instead of organized separately <u>or</u> contains 2 mechanical errors</p> <p>2 - Fails to identify the purpose in performing the instructed task (audience and benefits may or may not be included) <u>or</u> uses muddled or confusing language; Includes an incomplete or a nonexistent list of tools and materials or a description of the conditions for performing the task, if applicable (items can be presented either as a visually distinctive list or included as part of the introduction's narrative) <u>or</u> contains 3+ mechanical errors</p> <p>1 - Includes no introduction</p>
Safety Information	<p>5 - Information presented as a clear cause and effect explanation (e.g., Use a sturdy glass when dispensing ice or water. Failure to do so can result in cuts) and placed in a highly visible area to meet legal requirements; No mechanical errors</p> <p>4 - Information mostly presented as a clear cause and effect explanation and placed in a highly visible area to meet legal requirements <u>and</u> contains 1 mechanical error</p> <p>3 - Information explicates the cause (e.g., Use a sturdy glass) but fails to mention the effect (e.g., Failure to do so could results in cuts) <u>or</u> information is placed in a somewhat visible area that readers could overlook <u>or</u> contains 2 mechanical errors</p> <p>2 - Information explicates the cause <u>and/or</u> the effect using muddled or inconsistent language <u>or</u> information is placed in a somewhat visible area that readers would probably overlook <u>or</u> contains 3+ mechanical errors</p> <p>1 - No necessary safety information required, which can result in a lawsuit</p>
Required Steps	<p>5 - Ordered and numbered chronologically; Written in imperative mood (e.g., <b>Pick</b> up the knife) and provides the right amount of info for each step; Separated from background information or additional notes (e.g., 'Step 1 – I like PB&amp;J with Fritos', is <u>not</u> a step); Uses clear language with a level of technicality appropriate for the defined audience; No mechanical errors</p> <p>4 - Ordered and numbered chronologically; Written in imperative mood and mostly provides the right amount of info for each step; Separated from background information or additional notes; Uses mostly clear language with most of the technicality appropriate</p>

	<p>for the defined audience <u>or</u> contains 1 mechanical error</p> <p>3 - One step is not ordered or numbered sequentially <u>or</u> 1 step is not written in imperative mood; Mostly provides the right amount of info for each step <u>or</u> includes 1 piece of information as a step that is actually background information <u>or</u> an additional note <u>or</u> uses general or nonspecific, but comprehensible language <u>or</u> contains 2 mechanical errors</p> <p>2 - Two+ steps are not ordered or numbered sequentially <u>or</u> 2+ steps are not written in imperative mood; Steps mostly provide too much info to readers; <u>or</u> 1+ chunk of text is incorrectly written as a narrative instead of ordered and numbered sequentially <u>or</u> includes 2+ pieces of information as a step that are actually background information <u>or</u> an additional note <u>or</u> uses muddled or confusing language <u>or</u> contains 3+ mechanical errors</p> <p>1 - Includes no steps</p>
Conclusion	<p>5 - <b>If</b> the conclusion is not obvious, it tells the reader what to expect after following the instructions and/or suggests other uses and options, if appropriate; <b>If</b> the conclusion is obvious, other relevant information like customer service numbers or an FAQ are included instead; Uses clear language with a level of technicality appropriate to the defined audience; No mechanical errors</p> <p>4 - <b>If</b> the conclusion is not obvious, it tells the reader what to expect after following the instructions and/or suggests other uses and options, if appropriate; <b>If</b> the conclusion is obvious, other relevant information like customer service numbers or an FAQ are included instead; Uses mostly clear language with most of the technicality appropriate to the defined audience <u>or</u> includes 1 mechanical error</p> <p>3 - <b>If</b> the conclusion is not obvious, it tells the reader what to expect after following the instruction and/or suggest other uses and options using general but comprehensible language; <b>If</b> the conclusion is obvious, it provides an unnecessary summary of the major steps or describes the results of the procedure <u>or</u> contains additional information that lacks a clear connection to the task <u>or</u> contains 2 mechanical errors</p> <p>2 - <b>If</b> the conclusion is not obvious, it leaves out information that could confuse the reader regarding the results of the process <u>or</u> uses muddled or confusing language <u>or</u> contains 3+ mechanical errors</p> <p>1 - Provides no conclusion when one is needed or supplementary information when some is needed, causing the instructions to end abruptly (e.g., if you flip the page expecting to read more, the document ended abruptly)</p>
Graphic Aids	<p>5 - All graphics have a clear purpose in helping the reader understand the task; Graphics are clearly organized on the page and labeled with a descriptive caption written in sentence form; No mechanical errors</p> <p>4 - All graphics have a clear purpose in helping the reader understand the task; Graphics are clearly organized on the page and labeled with a descriptive caption written in sentence form <u>and</u> with 1 mechanical error</p> <p>3 - Most graphics have a clear purpose in helping the reader understand the task <u>or</u> most graphics are clearly organized and labeled with a caption that lacks some description but are still comprehensible <u>or</u> 1 caption is not written in sentence form or labeled at all <u>or</u> contains 2 mechanical errors</p> <p>2 - Most graphics lack a clear purpose <u>or</u> contains too many graphics, muddling the document's organization <u>or</u> graphics lack a consistent organization, marring comprehension <u>or</u> 2+ captions are not written in sentence form or labeled at all <u>or</u> contains 3+ mechanical errors</p> <p>1 - Contains no relevant graphics when their inclusion would help illustrate significant aspects of the document and/or supplement the text</p>