Rubric for Technical Writing for Computer Sciences and Engineering

Explanatory notes

- Your report will be evaluated with this rubric. This rubric is a general evaluation tool; additional requirements might exist for your report. Hence, carefully read the assignment of your course.
- The report will be evaluated based on 4 criteria: 1 structure; 2 audience analysis and communication strategy; 3 visualisation; and 4 readability.
- The evaluation of each criterion applies to all group members.

Evaluating your report consists of two steps:

1. Knock-out criteria

Your report has to meet the following criteria for your lecturer to actually start evaluating your report. In case it does not, she/he is entitled to give you a 2 right away. She/he will then request you upload another version of the report. This new version counts as a resit.

- Your final report should at least contain a preface, a table of contents, a summary, an introduction, problem analysis, the requirements, the design, the implementation, a discussion, a section on ethical implications and a conclusion.
- You need to include proper citation and references in your final report from at least 10 sources of which 5 scientific sources (e.g. a paper) using either the APA or the IEEE referencing style.
- Your final report should not contain any material from others without proper citation (plagiarism).
- If your report meets the knock-out criteria above, it will be graded using the rubric for technical writing.

2. From rubric to grade

Your lecturer will grade your report based on the aforementioned criteria. She/he could assign extra weight to one or more of the criteria, depending on what the course focused on.

Please note: This rubric is a summative rubric, which builds upon other rubrics used in your course. To be 'good' or higher, every report element *at least* has to meet the minimum requirements (see the previous rubrics and TU Write). The additional requirements can be found in this rubric. The plus sign (+) means that *both* the requirements of 'good' and 'excellent' have been met.

Criteria/score	Poor	Mediocre	Good	Excellent
			Please note: see first page of this rubric to learn about the **minimal** requirements to obtain 'good' or 'excellent'. Below you will find the **additional** requirements.	
1. Structure Summary	Is not readable as stand-alone document, for essential information such as purpose statement or conclusion are absent *Or*: Is not informative	Is quite informative (contains purpose and conclusion), but lacks one of the required elements *Or*: is not readable as stand-alone document (*e.g. not concrete enough*) *Or*: is too long	Is readable as stand-alone document Next to all required elements, it contains irrelevant information	Is readable as stand-alone document *and* is clear Contains only relevant information Is concise
Introduction	Does not contain all required elements *Or*: Elements not presented in the desired order	Elements such as background or purpose are not formulated clearly or specifically enough	All elements are clear and specific	+When necessary and possible, information is supported by sources
Chapter introduction Core chapters	Not all chapters contain a chapter introduction *Or*: Is not appropriate to the context of the chapters	Present, yet not functional (*e.g. lacks purpose*) *Or*: Lacks section numbers	Is functional, yet *either* the purpose is not formulated as specific as possible *or* does not motivate the relation between the sections	Is functional *and* the relation between sections is motivated
Structure of chapters	Chapters are not divided into numbered (sub) sections when necessary *Or:* (sub) sections frequently consist of 1 paragraph	Chapters are divided into numbered (sub) sections, but the order is not logical. *Or:* (sub) sections occasionally consist of 1 paragraph	Chapters are divided into numbered (sub) sections *and* sections are usually ordered logically	Chapters are divided into numbered (sub) sections *and* section are always ordered logically (*i.e. steps are easy to follow*).
Paragraphs	No clear and consistent paragraph structure present. Paragraphs frequently lack a topic sentences Paragraphs deal with more than one topic.	Paragraphs and paragraph group usually consist of proper paragraphs Paragraphs occasionally lack a topic sentence Paragraphs occasionally deal with more than one topic	Text consistently consists of paragraphs and, when necessary, paragraph groups Most paragraphs contain a good topic sentence *and* deal with one topic	+Paragraphs and paragraph groups are almost always used effectively +Sequence of topic sentences aids the reader (i.e. topic sentences logically follow from each other)
Conclusion and recommenda-tions	Conclusion is not connected to the main question / purpose, which also is not repeated *Or:* Conclusion does not answer main question / indicate to what extent purpose is achieved *Or:* No arguments are presented that support the conclusion Recommendations are not concrete *and* do not follow logically from conclusion	Conclusion is connected to the main question / purpose, but the latter is not (correctly) repeated *Or:* Conclusion does not provide a clear answer / indication to what extent purpose is achieved *or* cannot be understood without checking the main chapters Recommendations are not concrete *or* do not follow logically from conclusion	The conclusion largely follows logically from main chapters *Or*: Conclusion provides a clear answer (arguments are concisely presented) to the main question / clearly states to what extent the purpose is achieved, but cannot be fully comprehended without checking the main chapters Recommendations are concrete but relation to conclusion could have been clearer	Conclusion follows logically from main chapters *And:* Conclusion provides a clear *and* comprehensible answers to the main question / clearly states to what extent the purpose is achieved, without having to check the main chapters Recommendations are concrete and follow logically from conclusion
Table of contents	Chapter and section titles are not informative *Or:* Lacks more than 1 required parts of the reports *Or:* Order does not match the order of the main text on several occasions *Or:* Numbering is incorrect	Chapter and section titles are not informative enough *Or:* Lacks 1 required parts of the reports *or* contains redundant parts *Or:* Order does not completely match the order of the main text	Chapter and section titles are informative enough – for they show the subject and the storyline of the report – but could be clearer	Chapter and section titles are clear and informative, for they show the subject and the storyline of the report
Reference use and list	Major flaws in terms of: referring to used sources *or* the position of references (i.e. not used when expected) *or* the required output style in the text or reference list (*e.g. more than 1 style*) *or* not all references in the report correspond to one in the reference list	Occasional flaws in terms of: referring to used sources *or* the position of references (i.e. not used when expected) *or* the required output style in the text or reference list (*e.g. inconsistent or incomplete*)	Largely correct in terms of: referring to used sources *and* the position of references (i.e. not used when expected) *and* the required output style in the text or reference list (*e.g. inconsistent or incomplete*)	All but flawless
Remarks				

	Poor	Mediocre	Good	Excellent
2. Audience analysis and communication strategy Suitability of report-as-a-whole and goal	Report-as-a-whole is not clear to target audience Goal is present, but unclear to or not apt for target audience	Report-as-a-whole is clear to target audience Goal is not specific and measurable	Report-as-a-whole is clear to and understandable for target audience Goal is specific and measurable	Report-as-a-whole is both clear to *as well as* understandable and attractive for target audience Goal is specific and measurable *and* apt for target audience
Storyline	Storyline / sequence of information is confusing	Storyline / sequence of information is logical	Storyline/sequence of information is convincing and serves the goal of the report	+ Storyline/sequence is attractive (*e.g. authors clearly highlight interesting results*)
Relation between core chapters, appendices and conclusion	Unclear how the information of chapters contributes to the conclusion Relation between chapters and appendices is unclear *Or*: Information that should be in the body of the report is put in an appendix or vice versa *Or*: Not all required appendices are present	Unclear how some of the information of chapters contributes to the conclusion Relation between chapters and appendices is clear, but the division of information over chapters and appendices could have been better	All information of the chapters contributes to the conclusion Chapters contain the most important information and appendices are used effectively	
Sources	No or too few sources are used	Relatively few sources are used	Sufficient number of sources is used	+Source are used to strengthen the storyline +Extra sources are used that complement those pertaining to the field
Remarks				

	Poor	Mediocre	Good	Excellent
3. Visualisation Lay-out overall	Lay-out is sloppy or inconvenient (*e.g. hard to discern headings; figures are not put in a logical position*)	Lay-out is acceptable, but could be improved (*e.g. not always easy to discern headings; figures are not next to the text they pertain to*)	Lay-out is largely effective	Lay-out is effective *and* attractive
Figures and tables	Multiple figures and tables do not have a number or caption (and, when necessary, legend) *Or*: On numerous occasions, authors do not refer (correctly) to figures or tables	Some figures and tables do not have a number or caption (and, when necessary, legend) *Or*: Authors do not always refer (correctly) to figures or tables *Or*: Important information is not visualised in figures or tables	Most figures and tables are readable as stand-alone visuals due to informative captions (and, when necessary, legends) *And:* Most important information is visualised in figures and tables	All figures and tables are readable as stand-alone visuals due to informative captions (and, when necessary, legends) *And:* Nearly all important information is visualised in figures and tables *And:* Sequence of figures or graphs within chapters is effective (important information first)
Title page	More than one of the required elements is absent *Or*: Does not make the subject the report entirely clear	Does not contain all the necessary elements *Or*: Contains informative title, which makes subject of the report clear, but subtitle is absent or not informative *Or*: lay-out is not effective	Contains informative title and subtitle	+Lay-out is effective *and* the image is attractive and informative
Remarks				

	Poor	Mediocre	Good	Excellent
4. Readability Spelling and grammar	Text is frequently incomprehensible because of incorrect spelling or grammar	Text contains minor spelling or grammatical mistakes *Or*: Text contains one or two types of mistakes that are consistently made	Spelling and grammar are almost always correct	+Text is attractive (*e.g. sentence length and active and passive voice are varied*)
Clarity and conciseness	Text is frequently unclear (*e.g. unclear what reference words refer to*), or too lengthy (*e.g. beats around the bush*).	Text is sometimes unclear (*e.g. unclear what reference words refer to*), or not concise enough.	Text is usually clear and concise, without leaving out important information.	Text is almost always clear and concise, without leaving out important information
Style	Style is not suitable for the genre (*e.g. too informal*). *Or*: Style is frequently inconsistent	Style sometimes does not suit for the genre (*e.g. too informal*) *Or*: Style is sometimes inconsistent	Style almost always suits the genre	Style almost always suits the genre *and* is consistent
Remarks				