# Informational Report for Non-Expert Readers Rubric

| Criteria | Exceeds Expectations | Meets Expectations | Almost There | Needs Work | Missing |
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| Title Page  Includes a specific title, information on whom the report has been prepared for and on who has prepared the report. The report title clearly indicates the subject and scope of the report. | Includes a title, prepared for and prepared by details, and an accurate date. The title is specific and informative, precisely capturing the subject and scope of the report. | Includes a title, prepared for and prepared by details, and an accurate date. Title fully reflects the subject and scope of the report. | May have a vague or overly broad title or is missing one required element. | Uses an unclear or generic title, and/or is missing or uses incorrect identifying information (such as the preparer or intended audience). | No title page submitted. |
| Executive Summary  Includes a concise executive summary that previews purpose, scope, and findings | Presents the purpose, scope, and findings in a highly concise, engaging, and reader-focused format. | Summarizes the purpose, scope, and findings clearly. | Covers purpose, scope, and findings, but may briefly or unclearly address one area. | Is one of the required areas (purpose, scope, or findings); OR is unclear, disorganized, or too vague. | No executive summary submitted. |
| Introduction  Defines topic, purpose, audience, and scope; provides clear background for non-experts. | Fully addresses all elements with clarity and precision; excellent audience framing. | Defines topic, purpose, audience, and scope clearly. | Covers topic but may miss a minor detail or use vague or overly technical language occasionally. | Lacks focus or reader orientation. Omits one or more of the required elements (topic, purpose, audience, and scope) | Missing or incomplete introduction. |
| Discussion: Organization  Uses a clear, logical structure (chronological, topical, comparative, cause–effect, or problem–background), including subheadings. | Enhances comprehension with well-structured organization of content and uses strong subheadings to provide a roadmap to the Discussion section. | Structures the content logically and consistently in ways that supports readers’ understanding well. Uses subheadings to organize the section. | Organizes the content clearly in most of the section, but includes information in the wrong subsection, is missing an element of the organizational structure, or uses weak transitions in places. Uses subheadings consistently. | Lacks clear or coherent organization frequently, making ideas hard to follow and/or does not use subheadings adequately or accurately. | Missing or incomplete Discussion section or inappropriate structure for the section. |
| Discussion: Content Development  Explains topic thoroughly with definitions, background, examples, and expert perspectives. | Explains the topic with detailed and accurate information throughout, providing a comprehensive understanding. | Includes accurate and objective factual detail and clear explanations of all aspects of the topic. | Provides adequate coverage but lacks depth, balance, or clarity in some areas. | Presents limited or unsupported details and/or relies on generalizations; objectivity may be unclear. | Does not include clear explanation of the topic. |
| Visual Aids  Includes 4+ relevant visuals (including 2+ data visualizations) with captions and textual integration. | Illustrates details from the document with highly relevant, well-designed visuals. Labels visuals clearly and completely and integrates them into the text expertly. | Includes 4+ appropriate visuals, correctly captioned and integrated in the text before they appear in the document. Provides documentation for visuals made by others. | Presents visuals that relate to the topics in the text, but 1 or 2 may lack captions or may not be mentioned or explained in the document. | Does not explain purpose of visuals in the text of the document and/or omits captions or references. | Includes no visuals, unrelated visuals, or fewer than the required number of visuals. |
| Conclusion  Summarizes main findings and emphasizes significance; offers closure without argument or persuasion. | Clear, well-structured summary that reinforces purpose and key insights. | Summarizes report accurately and provides closure. | Provides basic summary but may lack cohesion or significance May lack a key point. | Weak or abrupt conclusion that may be missing key points and/or adds inappropriate recommendations, suggestions, or advice. | No conclusion or summary. |
| Source Use & Documentation  Uses 6–10 credible sources; integrates and cites accurately in discipline style. | Provides credible and smoothly integrated sources. Bibliographic citations perfect. | Uses required number of credible sources and integrates them into the text. Includes correctly formatted in-text and bibliographic citations. | Uses credible sources but minor citation or integration errors. | Uses a source that is not credible or not integrated and/or uses incorrectly formatted citations. | Includes fewer than 5 credible, integrated sources and/or includes no or inadequate documentation. |
| Objectivity & Tone  Maintains neutral tone; presents multiple expert perspectives without bias. | Presents content in an entirely objective, professional, consistent tone. | Maintains neutral tone; balanced expert perspectives. | Includes mostly objective perspective and tone, but occasionally uses biased wording. | Uses frequently subjective perspective or content and/or tone; Does not support content or claims. | Lacks objectivity in perspective or content and/or fails to maintain objective tone. |
| Audience Awareness & Plain Language Use  Uses plain language, clear explanations, and definitions for non-experts. | Simplifies complex ideas for readers expertly. Uses plain language consistently and smoothly. | Explains complex ideas for readers well. Uses plain language throughout Defines all necessary terms. | Uses complicated, overly technical, wordy, and/or repetitive phrasing occasionally. | Uses language that is too technical or confusing frequently. | No evidence of audience awareness. |
| Document Design & Use of CRAP Design Principles  Uses headings, lists, spacing, and paragraphing. Uses CRAP design principles, fonts, chunking, and other formatting elements effectively to increase readability. | Uses flawless formatting. Shows strong contrast between headings and the document paragraphs. Uses spacing, fonts, and chunking and CRAP design principles to make the message highly readable and professional. | Uses accurate and appropriate formatting. Formats headings, spacing, and CRAP design principles consistently. Uses lists, horizontal rules, and boxes as effective visual elements. | May include minor formatting errors and/or includes minor errors in headings, paragraphing, spacing, or application of CRAP design principles. | Uses incorrect formatting, inadequate contrast between headings and text, large paragraphs, and/or inaccurate spacing. Inconsistently applies CRAP design principles. | Does not meet formatting or design requirements. |