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| Criteria | LongDesc | Rating1 | Pts1 | Rating2 | Pts2 | Rating3 | Pts3 | Rating4 | Pts4 | Rating5 | Pts5 |
| Basic Information for Report’s Primary Reader | Students identify the Primary Reader of the report, including name, honorific, and mailing address. They explain why this person is the appropriate decision-maker for the report’s topic. | Exceeds Expectations  Clearly identifies the reader with full contact details and provides a nuanced, well-reasoned justification for their role as decision-maker. | 5 | Yes  Provides full reader information and a clear explanation of the reader’s appropriateness for the report. | 4 | Almost There  Includes most of the required information but the justification for choosing the reader is underdeveloped or vague. | 3 | Needs Work  Missing key contact details or provides minimal explanation of the reader’s relevance to the topic. | 2 | Missing  Section is blank or lacks sufficient content to identify the Primary Reader. | 1 |
| Primary Reader’s Social Media | Students gather public-facing web and social media presence for the Primary Reader, including relevant professional and personal platforms. | Exceeds Expectations  Lists relevant and credible links to multiple sources; clearly curated to reflect the reader’s digital presence and professional identity. | 5 | Yes  Provides a reasonably complete set of links and accounts, focused on the reader’s professional presence. | 4 | Almost There  Includes some social media or links but may overlook key platforms or contain irrelevant entries. | 3 | Needs Work  Few links or accounts provided; selection appears random or lacks relevance. | 2 | Missing  No entries or placeholders without content. | 1 |
| Primary Reader’s Professional Background | Students summarize the reader’s job title, education, work history, and responsibilities, especially those relevant to the report topic. | Exceeds Expectations  Offers a comprehensive and insightful summary of the reader’s background, clearly linking it to how the report serves their professional needs. | 5 | Yes  Covers all required aspects with some attention to the reader’s connection to the report topic. | 4 | Almost There  Contains basic information but may omit details or fail to connect the background to the report’s relevance. | 3 | Needs Work  Superficial or incomplete background; lacks connection to the reader’s job or the report. | 2 | Missing  Most or all subsections are blank or not attempted. | 1 |
| Primary Reader’s Relationship to the Topic | Students assess the reader’s perspective on the group, familiarity with the topic, and level of interest or concern about the website’s usability. | Exceeds Expectations | 5 | Yes | 4 | Almost There | 3 | Needs Work | 2 | Missing | 1 |
| Application of Audience Profile | Students synthesize information from earlier sections to make strategic rhetorical choices for the report. They consider tone, language, readability, jargon, and document design. | Exceeds Expectations | 5 | Yes | 4 | Almost There | 3 | Needs Work | 2 | Missing | 1 |
|  |  | Exceeds Expectations | 5 | Yes | 4 | Almost There | 3 | Needs Work | 2 | Missing | 1 |