**Policy Memo Rubric**

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| **Style and Tone** |

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| **Attribute** | **Revision needed 2** | **Proficient 3** | **Exemplary 4** | **Points** |
| Brevity: | * Policy memo fails to incorporate rhetorical devices * Purpose is not made quickly or clearly * Memo contains multiple redundancies | * Policy memo incorporates 1-2 rhetorical devices * Purpose is made clear * Policy contains all six sections while maintaining | * Clearly and effectively states and explains importance of paper’s topic; makes and takes an original position on a strong assertion or organizing idea * Diction and sentence structure are appropriate for paper’s subject matter |  |
| Clarity: | * Policy does not provide a possible solution to issue * Policy does not cover or connect all six sections * Unclear | * Policy provides possible solution to issue * Memo is comprehensive with a clear call to action * Avoids mere summary of information, presenting a clear analysis to support a claim | * Makes and takes an original position on a strong assertion or organizing idea * Diction and sentence structure are appropriate for paper’s subject matter * Intended audience understands the urgency in the policy presented |  |
| Objectivity: | * Many shifts in tone, and/or a single inappropriate tone used to exclusion of all others * Lopsided/loaded language relies too heavily on opinion rather than fact * Skewed logic/evidence undermines overall objectivity | * Policy is consistent in tone and style * Policy contains analysis of multiple evidence points * Language is appropriate to the task of presenting a call to action | * Clearly states and explains importance of paper’s topic * Policy tone and style reflect an objective analysis through thoughtful connections * Many points are assessed. Policy isn’t padded with unnecessary loaded summary * Policy presents a possible solution backed by thoughtful analysis, not the only solution through cherry-picking |  |
| **Total Points:** | | | |  |

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| **Structure** |

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| **Attribute** | **Revision needed 2** | **Proficient 3** | **Exemplary 4** | **Points** |
| Content and Subject Knowledge | * Policy issue undefined. * Memo does not relate course content to examples and applications of current policy issue. * Reflects poor understanding of subject matter and associated literature. * Few details and facts presented; concepts not in a logical sequence. * Little potential that policy is adopted. | * Policy issue is presented. * Memo relates course content to examples and applications of a current policy issue. * Reflects understanding of subject matter and associated literature. * incorporates details, facts, and concepts in a logical sequence. * Good potential that policy is adopted | * Policy issue is well defined. * Memo displays an impressive level of depth of student’s ability to relate course content to examples and applications of a current policy issue. * Reflects mastery of subject matter and associated literature. * Incorporates comprehensive analysis of details, facts, and concepts in a logical sequence. * Excellent potential that policy is adopted |  |
| Critical Thinking | * Memo has a limited perspective on key concepts throughout assignment. * Ideas unsupported. Con’s completely glossed over. | * Memo displays a command of critical thinking skills in the presentation of material and supporting statements. * Concepts are related and memo contains adequate conclusions, with few con’s presented. | * Memo follows a strategic approach in presenting examples of problem solving or critical thinking, while logical conclusions are drawn, which are not immediately obvious. * Ideas are well-supported and both pro’s and con’s of policy options are thoroughly discussed. |  |
| Organization of Ideas and Format | * Memo has a variety of formats and inconsistencies throughout. Does not have a continuous pattern of logical sequencing. * Sources used for research lack variety or do not meet the research requirement. * The reader is confused about the source of information and ideas. * Organization is poor and many sections mentioned above missing | * Student demonstrates a good skill level in formatting and organizing material in assignment, with a few errors. * Assignment meets minimum research requirement. * Attribution is, for the most part, clear and fairly represented * Organization is logical and most sections mentioned above included | * Memo is highly organized – presenting the policy issue in a clear light, giving options to the reader and making a firm recommendation. * Student exceeds minimum research requirement using at least four sources. * Attribution is clear and fairly represented. * Organization is excellent and all sections mentioned above included |  |
| **Total Points** | | | |  |