**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
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| 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
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| 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
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| **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
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| 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.
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| 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
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| **Total Points**  |  |