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| Technical Instructions Rubric |  |  |  |  |  |
| **Title and Introduction**  Follows paradigm | Outstanding  The title is clear and well connected to the task. The introduction is inviting, states the main aspect of the task, and encourages the reader to complete the task. | Good  The title is clear and well connected to the task. The introduction clearly states the main aspect of the task but does not particularly encourage the reader to engage in the task. | Fair  The title is present but is not well connected to the task. The introduction is not well connected to the task nor is it particularly inviting to the reader. | Poor  There is no title and no clear introduction of the main aspect of the task. |  |
| **Organization**  Methods and sequencing. | Outstanding  Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. | Good  Details are placed in a logical order, but the way they are presented sometimes makes the writing less interesting. | Fair  Some details are not in a logical or expected order and this distracts the reader. | Poor  Many details are not in a logical order.  The writing is disorganized. |  |
| **Precision and Accuracy**  Enter criteria description | Outstanding  All descriptions and steps are precisely described and accurate. | Good  All descriptions and steps are accurate and most are precisely described. | Fair  Some descriptions and steps are precisely described and accurate. | Poor  There are many inaccuracies and the descriptions are not clear. |  |
| **Style**  Correctly using transitions; headings and sub-headings. | Outstanding  A variety of thoughtful transitions are used clearly showing how ideas are connected. Headings and sub-headings are used to help the reader follow the steps. | Good  Transitions clearly show how ideas are connected, but there is little variety. Some headings and sub-headings are used to assist the reader in completing the steps. | Fair  Some transitions work well, but connections between other ideas are fuzzy. There is limited use of headings and sub-headings to help the reader follow the steps. | Poor  The transitions between ideas are unclear or nonexistent. The writer does not use headings or sub-headings. |  |
| **Visual additions**  Diagrams; illustrations; hazard alerts | Outstanding  The writer includes an accurately and clearly labeled diagram or illustration to help the reader follow the steps. | Good  The writer includes a diagram or illustration to help the reader, but some labels are unclear or missing. | Fair  The writer includes a diagram or illustration, but there are no labels and the connection to the piece is unclear. | Poor  There is no diagram or illustration included. |  |
| **Conventions**  Grammar, spelling, capitalization, punctuation, and usage. All steps start with a verb. | Outstanding  All conventions are used at a high standard. Complete sentences are used. | Good  Conventions are used at a satisfactory level. Complete sentences are used. | Fair  Conventions are sometimes followed. There are incomplete or run-on sentences. | Poor  There are frequent convention errors. Sentence fragments and run-ons occur frequently. |  |
| **Conclusion** | Outstanding  The conclusion provides a satisfying end to the instructions. The reader is given positive feedback for completing the task. There are suggested related activities connected to the task. | Good  The conclusion lets the reader know there are no further instructions to follow. The reader is given positive feedback for completing the task. | Fair  The conclusion lets the reader know that there are no further instructions to follow. | Poor  There is no conclusion. The paper just ends or has the statement "the end" or something similar. |  |