5P Rubric

Each instructor should modify this rubric to match the student learning outcomes and deliverables the assignment is intended to assess. See suggestions below. Students may use this rubric as a comprehensive checklist as they write and revise their work.

	Performance Criteria & Development Levels				Supporting Explanations & Reviewer Notes
	Expert-4	Proficient-3	Developing-2	Novice-1	
	Audience				
People Knowledge *Context Briefing* Score:	**Assesses the audience's** values, interests, positions, job responsibilities, roles, etc. in determining the purpose, development, and delivery of the message, **discerning** how each group will perceive the message and adjusts message(s) accordingly.	Addresses audiences' perspectives, roles, and unique concerns in formulating a response.	Consider the audience's perspectives in developing and delivering the message.	Demonstrates minimal attention to the audience in identifying purpose, development, or delivery.	Audiences are clearly stated (not implied); document purpose and development align with the audience profile and writer's understanding of the audience's unique perspectives.
Purpose Knowledge *Reasons & Goals*	Purpose				
	Defines the immediate purpose of the message, including uses of the information, and the extent to which the message is intended to advance the long-range goal, clarifying benefits and limits toward reaching the larger goal.	Defines the purpose of the message and describes its potential impact on advancing the larger goal.	Identifies the purpose of the message but without explaining if or how it advances the larger goal.	Purposes are not clearly stated. Minimal attention is given to goals that the various communication efforts serve.	Explains how the bigger goal is supported by individual communication efforts. Doesn't see the document as the solution but a tool used to advance a goal.
	Ethics				
	Identifies communication situations that may pose an ethical dilemma or a risk and **takes measures** to avoid or **resolve** the issue through strategically	Minimizes risks or negative responses by applying diplomacy regarding the content, organization, and style to the message delivered.	Pays some attention to risks potentially arising from the context through a delivery that doesn't prompt alarm or a negative response.	Demonstrates minimal attention to how the (content, organization, genre, design, style, & delivery) influences an audience's position or response.	Demonstrates virtual responsibility; understands how rhetorical strategies (euphemisms, design, voice, tone, graphics) mask or detract from

Score:	developed responses, e.g., applies diplomacy.				ethical issues, or advance ethical responses, including diplomacy.

Problem Knowledge *Topic & Issues*	*Issue*				
	Defines the topic or issue and scope through a clearly articulated problem statement, providing sufficient and **necessary background** to contextualize the issue.	Defines topic/issue through a problem statement and provides relevant supporting background information.	Defines the topic/issue but does not provide the right amount of background information (too much or too little) for the context of use.	The problem statement isn't clear and is lost in all of the irrelevant background information.	Shows a keen awareness of the amount of information needed for the audience (decision makers) to grasp the importance of the topic/issue for advancing their purposes.
	Sources				
	Uses high-quality data gathered from multiple reliable sources representing various points of view or from applying valid and reliable methods; explains data limitations.	Uses high-quality data gathered from multiple credible sources or from applying reliable methods for gathering data.	Uses data gathered from multiple sources or from applying reliable methods.	Gathers and uses data without formulating a clear method of evaluating sources. Data may not represent a range of credible viewpoints on the topic or valid methods.	Methods for gathering and evaluating sources are evaluated and strategic
	Analysis				
	Analyzes, interprets, and presents the data systematically and methodically, using the most appropriate methods or frameworks, e.g., data visualization, SWOT analysis, cause and effect, etc.	Uses appropriate methods to analyze, interpret, and present the data.	May have used appropriate methods to analyze and interpret the data, but the presentation may not clearly reflect the methods or framework.	Fails to analyze, interpret, or present the data using appropriate frameworks or methods.	Analytical methods are clear, appropriate, and easy to follow through the organization and delivery of the data.
	Conclusions				

Score:	Draws logical conclusions, following from the analysis and based upon sufficient, credible evidence.	Draws logical conclusions supported by relevant, sufficient evidence.	Presents conclusions that are not clearly supported by the analysis or ample evidence.	Makes inductive leaps toward conclusions, leaving gaps logical gaps or relying on insufficient evidence. Conclusion does not follow from the analysis.	Logical connections are apparent, not implied. Conclusions make no inductive leaps.
Product Knowledge *Deliverable & Message*	*Genre*				
	Selects deliverable(s) appropriate for the context of use, differentiating the unique benefits and limits of various communication genres, and prepares each according to the appropriate conventions and best practices.	Selects and prepares deliverable(s) according to the appropriate conventions and applies some best practices of the genre selected.	Selects the appropriate genre for the context and applies conventions but may not capitalize on the attributes afforded by the genre selected or apply best practices strategically.	Uses the wrong deliverable for the context (e.g., writes an essay when the context requires a memo), or fails to apply correct conventions or best practices for the genre selected.	Genres include executive summaries, correspondence, reports, briefs, proposals, presentations, instructions, management plans, etc. Presentation makes the best use of the genre selected.
	Content				
	Develops message using appropriate, relevant, and compelling content to convey understanding of the topic/issues and to advance the purposes of various audience members.	Develops message using sufficient, relevant content that advances the argument and purpose.	Develops message using some degree of detail but not necessarily details that clearly advance the argument or the audience's use of the information.	Develops message with insufficient content and details, failing to target audience and purpose.	Sufficient and appropriate details convey writer's credibility and command of the context and needs of audience.
	Integrates high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of writing and integration supports larger argument.	Uses relevant sources to develop ideas that are appropriate for the discipline and genre of writing and integration supports larger argument.	Uses credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing but integration is weak.	Demonstrates an attempt to use sources to support ideas in the writing but does not show careful thought to selection or integration.	Sources are reputable, integrated clearly, and sufficient for context of use.
	Organization				
	States the bottom line up	States the bottom line up	Buries or implies the	Fails to state the bottom	Order of information

front, including a clear informative executive summary that addresses the significance of the message to the reader and provides an overview of key points.	front, including the significance of the message to the reader and an overview of key points.	bottom line; the summary describes what follows rather than informs about the key points	line or to identify the significance of the message to the reader. Provides no clear summary.	aligns with reader's purpose for/use of the information.
Organizes the document appropriately for the genre and strategically within the individual sections, following the logic the reader expects and the purpose for which he will use the information.	Organizes document and individual sections logically and purposefully.	Organizes appropriately for the genre but internal organization (order of information) is not strategic.	Applies an organization that does not target audience, purpose, or genre.	Conventional patterns are clear for the context of use and genre; i.e., IMRAD for scientific reports, news up front for business docs, and delayed problem statement for academic papers, developing background first.
Creates tightly organized sections and paragraphs that flow from sentence to sentence and that include clear topic sentences that support the document's main ideas and that forecasts what follows.	Creates tightly organized sections and paragraphs made up of clear topic sentences that support the main ideas and that flow from sentence to sentence.	Constructs sections and paragraphs that flow but would benefit from clearer topic sentences.	Constructs sections and paragraphs that are not cohesive and main ideas (or topic sentences) that are weak.	Topic sentences, coherence, cohesion, transitions
Style				
Uses a style that effectively conveys the message, that demonstrates the writer's credibility on the topic, and that is appropriate for the context.	Uses a style that effectively conveys the message and that is appropriate for the context.	Uses a style appropriate for the context, but readability would benefit from careful editing.	Uses a style inappropriate for the context or for facilitating readability. Style indicates the writer's lack of familiarity with the topic.	Sentence length & structure, diction, voice are appropriate for audience and purpose; editing strategies
Design				
Designs document to	Designs document to	Uses some design	Applies minimal design	Heading levels,

	increase access to information, convey levels of importance, and facilitate the user's purposes.	convey levels of importance and to facilitate the user's purpose.	features expected for genre but does not strategically inform or increase access through typography.	strategies that highlight main ideas or direct flow of content.	typography and accessing tools are consistent with purpose, organization, and use.
	Visuals				
	Creates (or modifies existing) visuals to emphasize the most important points and/or to simplify complex information. Includes details: callouts, color schemes, titles, captions.	Creates (or modifies existing) visuals to emphasize the most important points and/or to simplify complex information.	Uses appropriate visual types but need attention to detail: callouts, color schemes, titles, captions.	Uses visuals without clear purposes or with too much information.	Visual types (charts, tables, graphs, photos, drawings, etc.) work for audience and purpose.
	Integrates visuals appropriately in the text and explains the purpose in the text or through action captions stating the main point.	Integrates visuals in the text and explains the purpose in the text or through action captions.	Integrates in text without clear explanation or caption of what the visual means, without supporting the main point.	Places visuals inappropriately in document disregards clear explanation or support of main idea.	Placement, titles, captions, explanations are clear. Does not expect reader to infer meaning.
	Convention & Mechanics				
Score:	**Applies writing standards** appropriate for the discipline, topic, and context of use without errors.	Applies writing standards appropriate for the discipline, topic, and context of use with few minor errors.	Constructs sentences that convey the message clearly but may contain errors in usage, punctuation, or mechanics.	Constructs sentences with frequent errors in punctuation, usage, or mechanics.	Punctuation, usage, standards are applied consistently and correctly.
Process Knowledge *Steps*	*Interim Deliverables*				
	Prepares a management plan that explains in detail how, when, where, and by whom the work will be completed. Plan anticipates foreseeable barriers, describes reasonable contingency	Prepares a management plan that explains how, when, where, and by whom the work will be completed. Includes some foreseeable barriers and contingency plans. May define measures for	Prepares a management plan that explains how, when, where, and by whom the work will be completed. May identify barriers, contingency plans, or measures for evaluating success but	Prepares management plan that identifies how, when, where, and by whom the work will be completed but not in enough detail to convince a client that the work will be	Plan includes details that convince the client the team will meet or even exceed the expected goals. Tables, charts, and other graphics show anticipated progress,

	plans, and defines measures for evaluating success. Description is compelling enough to convince the client that the quality of anticipated work will exceed expectations.	evaluating success. Description is compelling.	not in enough detail to convince the client that the quality of work will exceed expectations.	completed satisfactorily.	deadlines, and deliverables.
	Steps				
	Addresses and revisits each step in the writing process (invention, planning, drafting, revising, and editing) to the degree needed to effectively prepare and deliver the message.	Addresses each step in the writing process (invention, planning, drafting, revising, and editing) to the degree needed to effectively prepare and deliver the message.	Addresses each step in the writing process but does not revisit earlier stages as needed or prepare multiple drafts.	Prepares deliverable absent from careful attention to pre-writing, writing, and revising steps.	Problem statement or research question is clear; management plan addresses deadlines and deliverables; process includes multiple drafts, peer reviews, several levels of edit
	Instigates rigorous peer reviews and applies feedback to drafts.	Receives peer review and applies feedback to drafts.	Receives peer reviews but may not carefully address feedback in revisions.	Submits prior to receiving and applying feedback from peers.	Applies feedback from reviews (either peer or instructor).
	Technology				
Score:	**Uses innovative communication technologies** effectively to facilitate the writing process, collaborate, design and edit the document, and deliver response.	**Uses** commonly used communication technologies effectively to facilitate the writing process, collaborate, design and edit the document, and deliver response.	Uses some technologies effectively but misses benefits of their uses for improved process, collaboration, or deliverables.	Uses technologies minimally that would facilitate process, collaboration, or the deliverable.	Applies technologies, including testing new technologies, appropriate for collaboration, editing, peer review, document design and delivery.
Integrative Learning Knowledge *Reflecting, "Debriefing," about*	*Synthesize & Evaluate*				
	Defends the connections among the rhetorical context, the rhetorical choices, and the purpose by explaining how the	Explains how the rhetorical choices within the writing context influence the desired response.	Describes rhetorical choices regarding development, genre, style, organization, etc., but does not clearly	Demonstrates minimal connection of rhetorical choices to the context or to the desired reader response.	Design rationale is clear and deliberate. Clear connection between the desired response and purpose

learning	development, genre, style, design, organization, etc. facilitate the purpose and response.		connect the choices to the desired response or purpose.		and the development decisions.
	Explains how analysis techniques influence interpretation and presentation of data by describing strengths and weaknesses of various techniques.	Explains how analysis techniques influence interpretation and presentation of data.	Describes analysis techniques the connection to interpretation and presentation of data is unclear.	Describes analysis techniques without accuracy or clear understanding of how they influence interpretation or presentation of data.	Strengths and weaknesses of analytical techniques are explicitly stated, not implied.
	Transfer				
Score:	**Explains how prior learning from previous assignme**nts will transfer into new contexts. Predicts what those new contexts will be.	Explains how prior learning from previous assignments will transfer into new contexts.	Considers how assignments connect but doesn't argue convincingly how or where transfer will happen.	Demonstrates minimal understanding of how learning transfers into new contexts or what those contexts will be.	Explanations derive from specific experiences and are supported by relevant examples that demonstrate students' credibility.

Suggestions for using the 5P rubric

1. *Breakdown complex assignments into smaller assignments, scaffolding the product and tasks.*
   Since using one assignment to assess a wide range of learning outcomes can be challenging, breaking down complex assignments into parts will allow the instructor to focus instruction and assessment on specific learning outcomes. For example, while managing resources (time, money, personnel, etc.) may be required steps for students to complete a project, articulating how they will do so (or did so) may not be apparent in the final deliverable, making Process Knowledge, pillar #4, difficult to assess. Likewise, evaluating sources used to complete research may be a prerequisite to using the best sources available, but the methods by which a student has evaluated these sources may not be apparent in the actual deliverable. Therefore, the instructor should break down the assignment into components that address these issues by requiring students to prepare a brief (or prewriting analysis) of their plans for completing the assignment and evaluating sources and a "debrief" of their post assignment analysis. Students could complete the prewriting analysis brief in a memo addressed to the instructor. Debriefing could involve using an online discussion board to record their debriefing analysis.
2. *Use the 5P toolkit to write the assignment.*
3. *Modify the rubric to fit your assignment learning outcomes. You may use this blank rubric template to get started.*
4. *Give the students the rubric with the assignment.* Knowing the standards an instructor expects up front reduces the guesswork needed to prepare an effective response and allows students the chance to ask for clarification regarding any of the criteria so that they can prepare their responses accordingly.