Grading for Written Communications

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|  | **Possible Points** | **Actual Points** |
| **Understand Your Reader**: discusses with preceptor and or researches, who is the primary audience (age, gender, socioeconomic background, ethnicity and cultural background, education background **Comments:** | 15 |  |
| **Use Evidence Based References:** discusses with preceptor what references are considered “evidence based and appropriate” to use. Uses evidence based references in written communications. References are cited CORRECTLY on documents. **Comments:** | 20 |  |
| **Choose Your Words:** Your goal is for the text to read like a one-to-one conversation, not like a textbook or a speech. **Comments:** | 15 |  |
| **Keep Your Purpose:** Address readers’ concerns and interests. Use appropriate language, style, and tone for your reader and purpose. Explain all terms that might be beyond the reader’s understanding. Make clear what actions you want the reader to take. Clearly state the purpose of the publication. Use illustrations as necessary for clarity and appeal.  **Comments:** | 25 |  |
| **Grammar, Spelling and Sentence Structure:**  Keep your sentences short and to the point.  Avoid complex grammatical structures. Use subtitles between sections. Subheadings help you find the information quickly. Use questions as subtitles: "How can I take care of myself?" instead of "Home Care." Limit the number of words containing 3 or more syllables. Substitute one- or two-syllable words whenever possible. Check the readability or grade level of the material (goal is 5th grade). Uses SMOG readability calculator to verify reading level <http://www.niace.org.uk/misc/SMOG-calculator/smogcalc.php> Check for spelling errors. Proofreading is essential **Comments:** | 25 |  |
| **TOTAL** | 100 |  |