	Proficient	Adequate	Developing	Inadequate
Report Body *Layout;* *Structure;* *Appendix if needed*	All of the required parts of the formal report body align with best practices covered in class. Headings are scannable, descriptive, and parallel. Layout is wonderfully consistent.	All of the required parts of the formal report body align with best practices covered in class with only minor room for improvement. Headings are scannable, descriptive, and parallel most of the time. Layout is nearly always consistent.	The required parts of the formal report body are partly present. Headings are occasionally useful but show significant room for improvement. Layout is inconsistent in a distracting way.	The required parts of the formal report body are absent or presented poorly. Headings are absent or not useful or parallel. Layout is haphazard and feels random rather than intentional.
Report Content *Audience Appeal;* *Clarity;* *Recommendations;* *Logic* *(a heavily weighted component)*	The heart of the report—the industry story and CM takeaways for students—are handled with sophisticated sensitivity. Analysis is substantial, insightful, and specific. The student uses Coombs's CM theories and other notes from class resources to back up arguments and draw connections between course content and this particular crisis.	The heart of the report—the industry story and CM takeaways for students—are handled with adequate thoughtfulness. Analysis is present with some room for improvement. The student at times uses resources (Coombs's CM theories and other notes from class) to back up arguments and draw connections between course content and this particular crisis with some minor errors but general success.	The heart of the report—the industry story and CM takeaways for students—shows significant gaps. Analysis is occasionally present. The student fails to use resources (Coombs's CM theories and other notes from class) to back up arguments. The student may draw partial connections between course content and this particular crisis with noticeable gaps or errors.	The heart of the report—the industry story and CM takeaways for students—fails to instruct the audience. Analysis is weak or missing. The student fails to use resources (Coombs's CM theories and other notes from class) to back up arguments. The student fails to draw connections between course content and this particular crisis.
Tone	The tone is expertly professional and consistent throughout the report, but it remains readable rather than overly formal.	The tone is professional and consistent in the report most of the time.	The tone is only partly professional and consistent.	The report does not develop a professional tone, but rather relies on non-business-like writing and tone (either overly formal or too conversational).
Creative Portfolio	The creative element is savvy in its use of the platform. Accompanying analysis makes excellent arguments for why the student chose to use these platforms. Student posts employ expert SM strategies in communication and audience sensitivity.	The creative element is adequate in its use of the platform. And accompanying analysis makes fair arguments for why the student chose to use these platforms. Student posts employ fair SM strategies in communication and audience sensitivity.	The creative element has room to grow in its use of the platform. Accompanying analysis is present but flawed in parts. Student posts employ some SM strategies in communication and audience sensitivity, but there are significant flaws in one post. Typos may harm the message.	The creative element fails to use the platform adequately. Analysis of platform use is partly or significantly flawed. Student fails to employ SM strategies in communication and audience sensitivity. Typos may harm the message.
Information Literacy	Report uses sources in a sophisticated way to enhance the argument. Sources are always cited clearly and ethically. The works cited page is present and perfectly guides readers to sources.	Report uses sources in an adequate way with some room for improvement. Always cites sources, though errors may exist in the citations. The works cited page is	Source use noticeable room for improvement with multiple errors in citation and works cited entries. May occasionally neglect	Citations and works cited entries are either entirely lacking or hardly useful to the reader. Plagiarism, if present, will

		present and guides readers to sources nearly all of the time.	to include necessary citations. Student avoids plagiarism.	significantly reduce the overall grade.
Editing/Polish	Very nearly free of grammatical and proofreading errors. All documents contain excellent language choice, including variety in sentence openings, lengths, and vocabulary. Writing is characterized by clarity and excellent business writing choices.	Contains only minimal (4-7) grammatical or proofreading errors. Documents contain useful language choice with only occasional vague or repetitive writing. Characterized by fair proofreading and a professional clarity in almost every instance.	Contains 7-12 grammatical or proofreading errors. Documents contain both useful and repetitive or vague writing. Writing is only partly characterized by clarity and business writing preferences.	Contains distracting grammatical or proofreading errors. Documents contain vague or repetitive language. Writing is characterized by a lack of clarity and a failure to employ business writing preferences.

Presentation

Presentation Content *Covers 3 PR docs; Analyzes CM takeaways* *Tells the company story*	Speaker provides accurate and complete explanations of the company's story, highlighting three major CM takeaways expertly. The content engages the audience and meets the goal of instructing them in applied CM concepts. The storytelling fascinates the audience.	Speaker provides useful explanations of the company's story, highlighting three major CM takeaways with some room for improvement. The content mostly meets the goal of instructing the audience in applied CM concepts. Storytelling is present, with room for improvement.	Speaker provides some spotty explanations of the company's story, highlighting two-three major CM takeaways with room for improvement. The content only partly meets the goal of instructing the audience in applied CM concepts. Storytelling is weaker.	Speaker fails to explanation the company's story. May fail to express CM takeaways. The content fails to meet the goal of instructing the audience in applied CM concepts. Speaking is canned or robotic and fails to engage the audience with storytelling.
Presentation Style: *eye contact, clarity, body language; speaking*	Student speaking demonstrates expert public speaking skills in the four identified areas. Students avoid reading from slides and only rely lightly on notes. The style delights the audience.	Student speaking demonstrates adequate public speaking skills in the four identified areas with only occasional deviations. Avoids reading from slides and only relies lightly on notes. The style engages the audience.	Student speaking demonstrates weaker public speaking skills in the 4 areas. Student may read from slides or read notes word for word. The style engages the audience part of the time.	Speaking style fails to employ the 4 identified strategies. Reads from slides and/or reads notes word for word. May freeze or fail to convey main ideas due to public speaking challenges.
Presentation Visuals	Professional slides are visually engaging and not text heavy. They advance the argument beautifully.	Most of the slides are visually engaging and are not text heavy. They advance the argument nicely.	Slides do not reach the level of visually engaging, or they discourage the audience by being text heavy. May fail to advance the argument in some cases.	Slides are missing or fail to achieve the goals of the assignment. Slides may be distracting or text heavy. Fail to advance the argument.