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| Top of Form**Executive Summary**

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|  | **1Unsatisfactory0.00%** | **2Less than Satisfactory75.00%** | **3Satisfactory79.00%** | **4Good89.00%** | **5Excellent100.00%** |
| **80.0 %Content** |  |
| **16.0 %Executive summary addresses the purpose of the program or project** | The purpose of the program or project is not provided. | The purpose of the program or project is incomplete, missing relevant information. | The purpose of the program or project is provided and meets the basic criteria for the assignment as indicated in the assignment instructions. | The purpose of the program or project meets all criteria for the assignment, as indicated in the assignment instructions, and is provided in detail. | The purpose of the program or project meets all criteria for the assignment, as indicated in the assignment instructions, is provided in detail, and demonstrates higher level thinking by incorporating prior learning or reflective thought. |  |
| **16.0 %Executive summary addresses the target population or audience** | The target population or audience is not addressed. | The target population or audience is incomplete, missing relevant information. | The target population or audience is provided and meet the basic criteria for the assignment as indicated in the assignment instructions. | The target population or audience meets all criteria for the assignment, as indicated in the assignment instructions, and is provided in detail. | The target population or audience meets all criteria for the assignment, as indicated in the assignment instructions, and is provided in detail, while demonstrating higher level thinking by incorporating prior learning or reflective thought. |  |
| **16.0 %Executive summary addresses the benefits of the program or project** | The benefits of the program or project are not provided. | The benefits of the program or project are incomplete, missing relevant information. | The benefits of the program or project are provided and meet the basic criteria for the assignment as indicated in the assignment instructions | The benefit of the program or project meets all criteria for the assignment, as indicated in the assignment instructions, and is provided in detail. | The benefit of the program or project meet all criteria for the assignment, as indicated in the assignment instructions, and is provided in detail, while demonstrating higher level thinking by incorporating prior learning or reflective thought. |  |
| **16.0 %Executive summary addresses the cost or budget justification** | The cost or budget justification is not provided. | The cost or budget justification is incomplete, missing relevant information. | The cost or budget justification is provided and meets the basic criteria for the assignment as indicated in the assignment instructions. | The cost or budget justification issue meets all criteria for the assignment, as indicated in the assignment instructions, and is provided in detail. | The cost or budget justification issue meets all criteria for the assignment, as indicated by the assignment instructions, and is provided in detail, while demonstrating higher level thinking by incorporating prior learning or reflective thought. |  |
| **16.0 %Executive summary addresses the basis upon which the program or project will be evaluated** | The basis upon which the program or project will be evaluated is not provided. | The basis upon which the program or project will be evaluated is incomplete, missing relevant information. | The basis upon which the program or project will be evaluated meets the basic criteria for the assignment as indicated in the assignment instructions. | The basis upon which the program or project will be evaluated is provided in detail. | The basis, upon which the program or project will be evaluated as indicated by the assignment instructions, is provided in detail, while demonstrating higher level thinking by incorporating prior learning or reflective thought. |  |
| **15.0 %Organization and Effectiveness** |  |
| **5.0 %Thesis Development and Purpose** | Paper lacks any discernible overall purpose or organizing claim. | Thesis and/or main claim are insufficiently developed and/or vague; purpose is not clear. | Thesis and/or main claim are apparent and appropriate to purpose. | Thesis and/or main claim are clear and forecast the development of the paper. It is descriptive and reflective of the arguments and appropriate to the purpose. | Thesis and/or main claim are comprehensive; contained within the thesis is the essence of the paper. Thesis statement makes the purpose of the paper clear. |  |
| **15.0 %Organization and Effectiveness** |  |
| **5.0 %Paragraph Development and Transitions** | Paragraphs and transitions consistently lack unity and coherence. No apparent connections between paragraphs are established. Transitions are inappropriate to purpose and scope. Organization is disjointed. | Some paragraphs and transitions may lack logical progression of ideas, unity, coherence, and/or cohesiveness. Some degree of organization is evident. | Paragraphs are generally competent, but ideas may show some inconsistency in organization and/or in their relationships to each other. | A logical progression of ideas between paragraphs is apparent. Paragraphs exhibit a unity, coherence, and cohesiveness. Topic sentences and concluding remarks are appropriate to purpose. | There is a sophisticated construction of paragraphs and transitions. Ideas progress and relate to each other. Paragraph and transition construction guide the reader. Paragraph structure is seamless. |  |
| **15.0 %Organization and Effectiveness** |  |
| **5.0 %Mechanics of Writing (includes spelling, punctuation, grammar, language use)** | Surface errors are pervasive enough that they impede communication of meaning. Inappropriate word choice and/or sentence construction are used. | Frequent and repetitive mechanical errors distract the reader. Inconsistencies in language choice (register), sentence structure, and/or word choice are present. | Some mechanical errors or typos are present, but are not overly distracting to the reader. Correct sentence structure and audience-appropriate language are used. | Prose is largely free of mechanical errors, although a few may be present. A variety of sentence structures and effective figures of speech are used. | Writer is clearly in command of standard, written, academic English. |  |
| **5.0 %Format** |  |
| **2.0 %Paper Format (use of appropriate style for the major and assignment)** | Template is not used appropriately or documentation format is rarely followed correctly. | Template is used, but some elements are missing or mistaken; lack of control with formatting is apparent. | Template is used, and formatting is correct, although some minor errors may be present. | Template is fully used; There are virtually no errors in formatting style. | All format elements are correct. |  |
| **3.0 %Research Citations (In-text citations for paraphrasing and direct quotes, and reference page listing and formatting, as appropriate to assignment)** | No reference page is included. No citations are used. | Reference page is present. Citations are inconsistently used. | Reference page is included and lists sources used in the paper. Sources are appropriately documented, although some errors may be present. | Reference page is present and fully inclusive of all cited sources. Documentation is appropriate and GCU style is usually correct. | In-text citations and a reference page are complete. The documentation of cited sources is free of error. |  |
| **100 %Total Weightage** |   |  |

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