Scoring Guide for Case 2, Task 2: Evaluate and Revise Descriptions

Name: Date:

Course & Section:

Deliverable: **E-mail message and attachment (if appropriate)**

|  |  |  |  |
| --- | --- | --- | --- |
| Specific Evaluation Criteria and Required Elements | Your Score | CriterionWeight | Total |
| **Note**: Based on your analysis of the rhetorical situation, you may choose to attach your response to an e-mail message or respond in the body of the e-mail message. |
| Adheres to proper netiquette guidelines, such as using a specific subject line, clarifying the purpose of the message in the first paragraph, using relatively brief paragraphs, and supplying an appropriate signature. Mentions attachment, if used, in the body of the message. |  | x 2 |  |
| Identifies techniques commonly used in descriptions. |  | x 4 |  |
| Includes detailed comments evaluating the effectiveness of techniques. Evaluative statements are accurate and reflect the rhetorical situation.  |  | x 4 |  |
| Includes accurate and thoughtful responses to questions posed in the annotations. |  | x 4 |  |
| Uses effective design elements — such as white space, lists, and headings — to help make the document easy to read. |  | x 2 |  |
| Contains no typos or errors in spelling, punctuation, or grammar. |  | x 1 |  |
| Total Points for Assignment(100 points possible) |  |
| Comments:  |

What Your Scores Indicate

|  |  |  |
| --- | --- | --- |
| Score | Key Word | Comments |
| 5 | Outstanding | Demonstrates a **high degree of competence**, sustained control, and mastery of the element. May have occasional minor flaws. |
| 4 | Strong | Demonstrates **clear competence**. An element with a score of 4 is not as skillfully controlled as an element with a score of 5 and may contain minor flaws that can be fixed or overcome without much trouble. |
| 3 | Adequate | Demonstrates **adequate competence** and control but with occasional lapses in quality. |
| 2 | Limited | Demonstrates **some competence** but is clearly flawed. A score of 2 indicates more frequent or more apparent lapses than those described for a score of 3. |
| 1 | Flawed | Demonstrates **serious weaknesses**. |
| 0 | Missing | Required element is not included. |