Scoring Guide for Case 3, Task 1: Evaluate and Revise an Internal Memo

Name: Date:

Course & Section:

Deliverables: **E-mail and attached memo**

|  |  |  |  |
| --- | --- | --- | --- |
| Specific Evaluation Criteria and Required Elements | Your Score | Criterion Weight | Total |
| **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 the attachment in the body of the e-mail message. |  | x 1 |  |
| Includes a detailed rationale for revisions made to Axel’s memo. Rationale reflects an accurate understanding of the rhetorical situation. |  | x 3 |  |
| Contains no typos or errors in spelling, punctuation, or grammar. |  | x 1 |  |
| **Memo** | | | |
| Includes standard elements for a memo (to, from, subject, and date). Subject line is specific. If necessary, second and subsequent pages include the recipient’s name, the date of the memo, and the page number. |  | x 2 |  |
| Includes a clear statement of purpose and a concise summary that conveys the main points and provides an advance organizer. |  | x 4 |  |
| Uses content and a writing style appropriate for the intended audience. Revised memo retains the major points found in the original memo. |  | x 4 |  |
| Looks professional in appearance, with informative headings and other effective design elements. |  | x 4 |  |
| Contains no typos or errors in spelling, punctuation, or grammar. |  | x 1 |  |
| Total Points for Assignment  (100 points possible) | | |  |
| Comments: | | | |

What Your Scores Indicate

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| --- | --- | --- |
| 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. |