Scoring Guide for Case 3, Task 2: Evaluate and Revise a Response to a Customer

Name: Date:

Course & Section:

Deliverables: **E-mail and attached response letter**

|  |  |  |  |
| --- | --- | --- | --- |
| Specific Evaluation Criteria and Required Elements | Your Score | Criterion Weight | Total |
| **E-mail** | | | |
| 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 Brook’s response letter. Rationale reflects an accurate understanding of the rhetorical situation. |  | x 3 |  |
| Contains no typos or errors in spelling, punctuation, or grammar. |  | x 1 |  |
| **Response letter** | | | |
| Includes standard elements for a letter (heading, inside address, salutation or attention line, body, complimentary close, and signature). |  | x 1 |  |
| Expresses regret but does not apologize. |  | x 3 |  |
| Explains why the company is not at fault. |  | x 3 |  |
| Clearly denies the customer’s request. |  | x 3 |  |
| Attempts to create goodwill. |  | x 3 |  |
| Contains no typos or errors in spelling, punctuation, or grammar. |  | x 2 |  |
| 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. |