Scoring Guide for Case 6, Task 1: Plan an Interview with a Subject-Matter Expert

Name: Date:

Course & Section:

Deliverables: **Three** **e-mails, each directed to a different SME**

|  |  |  |  |
| --- | --- | --- | --- |
| Specific Evaluation Criteria and Required Elements | Your Score | CriterionWeight | Total |
| 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. |  | x 1 |  |
| Projects the “you attitude” (i.e., looks at the situation from the SME’s perspective) and concludes the message courteously.  |  | x 4 |  |
| Persuasively explains why the writer is requesting a meeting and the importance of useful documentation to the overall success of the product. |  | x 4 |  |
| Features open-ended questions covering a range of relevant topics (for example, audience, display features, and medical terms). Questions asked of each of the three SMEs are appropriate given the job title of each.  |  | x 6 |  |
| Includes when the writer needs the information and suggests options for when, where, and how to conduct the interview (for example, face-to-face meeting, phone call, e-mail). |  | x 2 |  |
| Uses effective design elements — such as white space, lists, and headings — to help make the message 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

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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. |