Scoring Guide for Case 1, Task 2: Assess and Improve Communication Strategies

Name: Date:

Course & Section:

Deliverables: **Revised documents (1.4–1.6)**

|  |  |  |  |
| --- | --- | --- | --- |
| Specific Evaluation Criteria and Required Elements | Your Score | CriterionWeight | Total |
| **Note**: Based on your analysis of the rhetorical situation, you may choose to reorganize the information to create fewer or more documents than the original three pages.  |
| Includes text that helps orient the audience to the purpose of the document(s). |  | x 1 |  |
| Includes a combination of text and graphics that helps the audience understand the various APR scores reported.  |  | x 4 |  |
| Presents multi-year and single-year scores for each sport so that the audience can easily compare the most recent scores to past scores and average conference scores. |  | x 4 |  |
| Features effective graphics with clear purposes, uncluttered designs, and manageable amounts of information. Types of graphics are appropriate and follow standard conventions. |  | x 4 |  |
| Effectively integrates graphics and text: graphic is placed appropriately, introduced in the text, briefly explained, and effectively labeled. |  | x 2 |  |
| Contains design elements that help readers notice important information and quickly find information. |  | 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. |