**Rubrics**

**Sample Course Evaluation Scheme – Applicable to all Theory Courses**

**Rubric for Class Participation / Conduct**

**RUBRIC 1**

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| **CRITERIA** | **Excellent Participation**  **5>4** | **Good Participation**  **4>3** | **Average Participation**  **3>2** | **Poor Participation**  **<2** | **Evaluation** |
| Level of Engagement in Class | Student proactively contributes to class by offering ideas and/or asks questions more than once per class and/or works consistently on group project the entire time. | Student proactively contributes to class by offering ideas and/or asks questions once per class and/or works on group project for most of the allotted time. | Student rarely contributes to class by offering ideas and asking questions and/or works on group project only some of the allotted time. | Student never contributes to class by offering ideas and asking questions and/or has trouble staying on task during group project time. | A |
| Listening Skills | Student listens when others talk, both in groups and in class. Student incorporates or builds off of the ideas of others. | Student listens when others talk, both in groups and in class. | Student does not listen when others talk, both in groups and in class. | Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak. | B |
| Behaviour | Student almost never displays disruptive behaviour during class. | Student rarely displays disruptive behaviour during class. | Student occasionally displays disruptive behaviour during class. | Student almost always displays disruptive behaviour during class. | C |
| Preparation | Student is almost always prepared for class with assignments and required class materials. | Student is usually prepared for class with assignments and required class materials | Student is rarely prepared for class with assignments and required class materials. | Student is almost never prepared for class with assignments and required class materials. | D |
| **TOTAL SCORE (OUT OF 5)** | | | | | SUM(A:D)/4 |

**RUBRIC 2 – Professional Class Conduct**

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| **CRITERIA** | **Highly Professional**  **5>4** | **Professional**  **4>3** | **Participating**  **3>2** | **Unprofessional**  **<2** | **Evaluation** |
| Time Management *Attendance Promptness Responsibility* | Always arrives on time and stays for entire class; regularly attends class; all absences are excused; always takes responsibility for work missed; no deadlines missed; does not seek exceptions from class/college or university policies except institutional excuses | Late to class only once or twice; almost never misses a class; no unexcused absences. generally takes responsibility for material and work missed; no more than one deadline missed; does not seek exceptions from class/college or university policies except institutional excuses | Late to class more than once every month and regularly attends class; misses two deadlines; seeks exceptions to class/college or university policies not including institutional excuses | Late to class more than once/week and does not regularly attend class; demands exceptions to class/ college or university policies not including institutional excuses | A |
| Respect  *Social Skills* | Careful not to distract others (socializing, sleeping, leaving early or during class, reading unrelated material, doing homework for another class or wearing inappropriate attire); never uses unapproved electronic devices in class; is respectful towards peers, adults, and the learning environment both in and out of class | Exhibits behaviour that distracts others once or twice during the semester; rarely uses unapproved electronic devices in class; is almost always respectful towards peers, adults, and the learning environment both in and out of class | Recurring behaviour that distracts others; recurring use of unapproved electronic devices; is not consistently respectful of peers, adults, and the learning environment both in and out of class | Is asked to leave class due to behaviour that distracts others; is often extremely disrespectful to peers, adults, and the learning environment both in and out of class | B |
| Preparedness *Motivation Contribution* | Almost always participates in class discussions; contributions reflect exceptional preparation and are always substantive, well supported, and persuasively presented; does not dominate discussion | Regularly participates in class discussions; contributions reflect good preparation and are generally substantive, fairly well substantiated, and moderately persuasive; when called upon, can usually answer questions and refer to readings; occasionally dominates discussion | Rarely participates in class; contributions reflect adequate or less than satisfactory preparation and are occasionally substantive, somewhat substantiated and occasionally persuasive; when called upon, often cannot answer questions in depth or refer to readings; may dominate discussion with irrelevant comments | Never participates in class; no evidence of preparation; when called upon, can’t answer questions in depth or refer to readings; any comments made are usually irrelevant | C |
| Quality of Work *Persistence*  *Integrity* | Provides work of the highest quality that reflects best effort; makes strong effort to improve work; shows positive, proactive behaviour; is always honest and encourages other to do the same; always adheres to class, college, and university academic dishonesty policies | Provides high quality work that often reflects best effort; makes moderate effort to improve work; shows positive, proactive behaviour; is always honest; always adheres to class, college, and university academic dishonesty policies | Provides work that reflects a good effort and occasionally needs to be checked or redone; rarely shows negative behaviour; is honest; does not knowingly violate class, college, or university academic dishonesty policies | Provides work that reflects very little or no effort; shows negative behaviour; is often not honest; knowingly violates class, college, or university academic dishonesty policies | D |
| Teamwork | Makes obvious and significant contributions on projects in terms of timeliness in completing assigned work, making genuine effort to work effectively with others and providing valuable, creative, competent skills to the team; often takes leadership role. | One or two complaints from team members about lack of contribution; occasionally takes leadership role | A few complaints from team members about lack of contribution | More than a few complaints from team members about lack of contribution; does not contribute in a meaningful way to group work | E |
| **TOTAL SCORE (OUT OF 5)** | | | | | SUM(A:E)/5 |

**Rubric for Case Study Analysis**

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| **CRITERIA** | **Sub-criteria** | **Exceeds Expectations**  **(5>4)** | **Meets Expectations**  **(4>3)** | **Barely Meets or Fails to Meet Expectations**  **(2>1)** |
| Integrate knowledge and skills to examine complex problems | Student identifies information appropriate for the analysis of the companies. | Shows thorough grasp of facts about the companies and offers more than the necessary knowledge about the companies and industries, has 8 or more references | Shows solid understanding of facts about the firms, cites at least 4 references | Shows little knowledge of facts about many of the areas of the analysis or has no references |
| Student conducts a thorough analysis of the industry of the company. | Shows strong understanding and analysis of industry factors affecting industry attractiveness, provides thorough, detailed analysis | Appropriately analyses competitive forces in the industry environment and develops a reasonable conclusion based on that analysis | Misuses industry analysis model, develops conclusions without justification |
| Integrate knowledge and skills to diagnose complex problems | Student clearly states business problems of the company. | Develops a well-integrated statement of the complex issues of the company and demonstrates understanding of the situation | Clear statement of problems/issues within the company | Weak and unfocused discussion of the problems of the company |
| Student differentiates between primary problem(s) and symptoms of the problem(s). | Clearly links externally visible outcomes to internal or external causes to those problems | Describes problems in terms of causal factors, not outcomes (e.g., poor employee training rather than high employee turnover) | Describes problems as symptoms or outcomes rather than causal factors |
| Student categorizes the problems based on severity. | Identifies a range of problems and justifies the severity of the various problems | Identifies high- and lesser priority issues as such | States all the problems as if they were all equally important |
| Student justifies and supports the definition of the problem. | Integrates thorough knowledge about the firm with outcomes of the analyses and uses them to support the definition of the problems | Shows the relationship of problems to external threats and internal weaknesses | Does not use the outcomes of the analyses to justify the stated problems |
| Integrate knowledge and skills to evaluate solutions to complex problems | Student creates a thorough set of options appropriate for the business situation. | Develops 2–3 insightful alternatives for resolving the problems; offers specificity and originality | Generates 2–3 feasible alternatives for resolving the key problems of the company | Identifies weak or infeasible alternatives with little attention to stated problems |
| Student identifies feasible alternatives and assesses them with respect to risks, benefits. | Thoroughly describes possible risks and benefits of implementing the alternatives | Identifies some key implementation risks and benefits | Neglects to identify important risks and benefits in implementing the alternative |
| Integrate knowledge and skills to recommend solutions to complex problems | Student appropriately applies analytical techniques. | Includes additional analyses that provide deeper insights into the firm’s performance and situation | Has included the following analyses: macro-environment, industry, internal, corporate strategy | Is missing 2 or more of the required analyses |
| Student considers the usefulness and practicality of recommendations for the practicing manager. | Recommendation would be likely to be accepted by the managers of the firm, and would be likely to substantially improve the firm | Recommendation would be likely to be strongly considered by the managers of the firm, and would be possible to implement | Recommendation would be likely to be dismissed as impractical or not useful by the managers of the firm |

Source: Rochford, L., & Borchert, P. S. (2011). Assessing Higher Level Learning: Developing Rubrics for Case Analysis. Journal of Education for Business, 86(5), 258–265. doi:10.1080/08832323.2010.512319

**Rubric for Class Presentations by Students**

**RUBRIC (PART A – may be used solely also)**

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| **CRITERIA** | **Exceeds Expectations**  **5>4** | **Meets Expectations**  **4>2** | **Below Expectations**  **<2** |
| **Organization** | Clear opening and closing statements. Catches audience’s interest, provides overview/conclusion. Follows logical sequence, stays focused, good explanations. Effective time management and strong transitions. Strong mental take away for audience. | Offers some type of opening and closing statements. Follows logical sequence but structure could be better. May need more elaboration on one or more points. Adequate time management but could be stronger. | No opening and/or closing statements or irrelevant opening/closing statements. Loses focus more than once. Does not manage time effectively. No logical sequence of information. Mechanistic. |
| **Voice Quality & Pace** | Enthusiastic and engaging. Speaks clearly and loudly enough at a comfortable pace. Exudes confidence and interest. No grammatical or pronunciation errors. Presentation appears conversational, extemporaneous, and natural. | Easily understood. Speaks loud enough to be heard and at appropriate pace. Some awkward pauses or halting delivery but mostly clear and natural. Could display greater enthusiasm, seem more genuinely interested in own presentation. | Mumbles, mispronounces words, grammatical errors, “umms”. Difficult to understand. Speaks too quietly or too loudly. Speaks too fast or too slow. Loses train of thought, tentative. Lacks enthusiasm. |
| **Mannerisms & Body Language** | Body language used effectively to maintain audience’s interest. Body language reflects presenter’s reaction to, and empathy with, the audience. Gestures match verbal content, are comfortable and relaxed, seem spontaneous. | No significantly distracting mannerisms. Acceptable posture. Body language mostly demonstrates comfort in interacting with audience, but occasional instances of discomfort may be communicated. Seems natural for the most part. | Demonstrates distracting mannerisms which may include bad posture, shifting feet, too much or too little hand movement. Body language reveals reluctance to interact with audience. Seems fearful/very nervous. |
| **Professionalism & Appearance** | Dressed appropriately. Appearance engenders respect and credibility. Treats audience professionally. Speaker appears confident and has good command of the topic. | Meets minimum standards for business dress and appearance. Generally, treats audience professionally, acceptable word choice (no slang). May seem to lack confidence at times. Reasonably credible. | Does not meet minimum requirements for business dress. Makes excuses for aspects of the presentation. Inappropriate word choice for audience. Inappropriately informal. |
| **Rapport with Audience & Use of Media** | Genuinely connects with audience. Maintains eye contact throughout. Visuals (slides, etc.) effortlessly enhance speech. | Tries to maintain eye contact most of the time but instances may be fleeting in length. Scans the room. Some reliance on notes or slides. | Does not connect with audience. Little to no eye contact. Reads. Relies heavily on slides and/or notes. Attempts to cover too many slides or lingers too long on too few slides. |

**RUBRIC (PART B – may be used as supplementary when evaluating PPTs specifically)**

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| **CRITERIA** | **5>4** | **4>3** | **3>2** | **<2** |
| Effectiveness | Project includes all material needed to gain a comfortable understanding of the topic. | Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. | Project is missing more than two key elements. | Project is lacking several key elements and has inaccuracies. |
| Sequencing of Information | Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next slide. | Most information is organized in a clear, logical way. One slide or item of information seems out of place. | Some information is logically sequenced. An occasional slide or item of information seems out of place. | There is no clear plan for the organization of information. |
| Originality | Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way. | Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way. | Presentation shows an attempt at originality and inventiveness on 1-2 slides. | Presentation is a rehash of other people's ideas and/or graphics and shows very little attempt at original thought. |
| Spelling and Grammar | Presentation has no misspellings or grammatical errors. | Presentation has 1-2 misspellings, but no grammatical errors. | Presentation has 1-2 grammatical errors but no misspellings. | Presentation has more than 2 grammatical and/or spelling errors. |
| Use of Graphics | All graphics are attractive (size and colors) and support the theme/content of the presentation. | A few graphics are not attractive but all support the theme/content of the presentation. | All graphics are attractive but a few do not seem to support the theme/content of the presentation. | Several graphics are unattractive AND detract from the content of the presentation. |
| Organization | PowerPoint contains a minimum of 10 slides. All parts of the task are completed fully and support the theme/content of the presentation. | PowerPoint contains a minimum of 10 slides. All parts of the task are completed partially and support the theme/content of the presentation. | PowerPoint contains fewer than 10 slides, or some slides designed do not support the theme/content of the presentation. | PowerPoint contains fewer than 10 slides and is missing several parts of the task. Slides designed do not support the theme/content of the presentation. |
| Sources | All sources (information and graphics) are accurately documented in the desired format. | All sources (information and graphics) are accurately documented, but one is not in the desired format. | All sources (information and graphics) are accurately documented, but two or more are not in the desired format. | Some sources are not accurately documented. |

**Rubric for Descriptive Assignments**

***PART 1: Knowledge/Understanding of Concept***

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| **CRITERIA** | **Exceeds Expectations**  **5>4** | **Meets Expectations**  **4>2** | **Below Expectations**  **<2** |
| Comprehension | Demonstrates thorough knowledge of facts and terms | Demonstrates considerable knowledge of facts and terms | Demonstrates limited knowledge of facts and terms |
| Demonstrates thorough  understanding of ideas and concept | Demonstrates considerable understanding of ideas and concepts | Demonstrates limited understanding of ideas and concepts |
| Routinely monitors own thinking for misconceptions and faulty assumptions | Recognizes and corrects misconceptions and faulty assumptions | Confuses misconceptions and assumptions with concepts, principles, laws, and theories (as applicable) |
| Extends explanations (e.g., answers “what if” questions) | Uses own words in explanations | Repeats and/or  copies others’ words |
| Transfer of concepts to new contexts | Extends understanding of a concept by applying it in a new situation | Transfers understanding of a concept to new situations (e.g., uses the concept of conservation of kinetic energy when learning about electrical energy) | Unable to transfer his/her limited understanding of a concept to a new situation |
| Understanding of relationships among concepts | Anticipates the relationship of one concept to another  (e.g., predicts the role of friction when learning about the concept of conservation of kinetic energy) | Adjusts understanding of one concept in order to incorporate a new concept (e.g., modifies the concept of conservation of kinetic energy in order to  understand the concept  of friction) | Unable to adjust understanding of one concept when a new concept is introduced |

***PART 2: Writing Evaluation***

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| **CRITERIA** | **5>4** | **4>3** | **3>2** | **<2** |
| Ideas | \*“paints a picture” for the reader  \*well-focused on the topic  \*clear ideas are well-supported with interesting and vivid details | \*creates some clear images for the reader  \*focused on the topic  \*ideas are well-supported with details | \*sometimes strays from the topic  \*ideas are not well-developed  \*more details are needed | \*poorly focused on the topic  \*ideas are unclear  \*few details are given |
| Organization | \*well-focused on the topic  \*logical organization  \*excellent transitions  \*easy to follow | \*generally focused on the topic  \*some lapses in organization  \*some transitions  \*usually easy to follow | \*somewhat focused on the topic  \*poor organization  \*few transitions  \*difficult to follow | \*not focused on the topic  \*no clear organization  \*no transitions  \*difficult to impossible to follow |
| Introduction | Introductory paragraph clearly states subject of essay and captures reader's attention. | Introductory paragraph states subject of essay but is not particularly inviting to the reader. | Introductory paragraph attempts to state subject of essay but does not capture reader's attention. | No attempt is made to state the subject of the essay in an introductory paragraph. |
| Word Choice | \*precise, vivid and interesting word choices  \*wide variety of word choices | \*fairly precise, interesting and somewhat varied word choices  \*wording could be more specific | \*vague, mundane word choices  \*wording is sometimes repetitive  \*more descriptive words are needed | \*very limited word choices  \*wording is bland and not descriptive |
| Figurative Language | Writer effectively uses simile, metaphor, and personification to describe the subject. | Writer uses one example of simile, metaphor, or personification to describe the subject. | Writer may try to use simile, metaphor, and personification but does so incorrectly. | Writer does not include simile, metaphor, or personification in essay. |
| Sentence Fluency | \*uses complete sentences  \*varying sentence structure and lengths | \*uses complete sentences  \*generally simple sentence structures | \*occasional sentence fragment or run-on sentences  \*simple sentence structure is used repeatedly | \*frequent use of sentence fragments or run-on sentences  \*sentences are difficult to understand |
| Conventions | \*proper grammar, usage  \*correct spelling  \*correct punctuation  \*correct capitalization | \*few errors of grammar and usage  \*mostly correct spelling, punctuation  and capitalization | \*errors in grammar, usage and spelling sometimes make understanding difficult  \*some errors in punctuation and capitalization | \*frequent errors in grammar, usage, spelling, capitalization and punctuation  make understanding difficult or impossible |
| Voice | \*voice is fitting for the topic and engaging  \*well-suited for audience and purpose | \*voice is fairly clear and seems to fit the topic  \*suited for audience and purpose | \*voice rarely comes through  \*not always suited for audience and purpose | \*voice is weak or inappropriate  \*no sense of audience and purpose |

**Rubric for Quantitative/Numerical Assignments**

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| **CRITERIA** | **5>4** | **4>3** | **3>2** | **<2** |
| Interpretation  Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words) | Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events. | Provides accurate explanations of information presented in mathematical forms. For instance, accurately explains the trend data shown in a graph. | Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line. | Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends |
| Representation Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words) | Skilfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding. | Competently converts relevant information into an appropriate and desired mathematical portrayal. | Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate. | Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate. |
| Calculation | Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.) | Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. | Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem. | Calculations are attempted but are both unsuccessful and are not comprehensive. |
| Application / Analysis  Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis | Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work. | Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work. | Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work. | Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work. |
| Assumptions  Ability to make and evaluate important assumptions in estimation, modelling, and data analysis | Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions | Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate. | Explicitly describes assumptions. | Attempts to describe assumptions. |
| Communication  Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized | Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality. | Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven | Uses quantitative information but does not effectively connect it to the argument or purpose of the work. | Presents an argument for which quantitative evidence is pertinent but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.) |