

**Center for Excellence & Innovation in Teaching**  
**Creating and Implementing Rubrics to Monitor Student Learning**  
**February 17, 2011**

**Additional Rubric Resources & Examples**

**VALUE: Valid Assessment of Learning in Undergraduate Education:**

<http://www.aacu.org/value/rubrics>

As part of the VALUE project, teams of faculty and other academic and student affairs professionals engaged in an iterative process over eighteen months wherein they gathered, analyzed, synthesized, and then drafted institutional level rubrics (and related materials) for 15 of the AAC&U Essential Learning Outcomes.

**RCampus iRubric:** <http://www.rcampus.com/indexrubric.cfm>

iRubric provides sample rubrics submitted by users as well as the capability to create new ones.

**Carnegie Mellon University: Grading and Performance Rubrics**

<http://www.cmu.edu/teaching/designteach/teach/rubrics.html>

This site provides examples of rubric styles from across the university on several types of deliverables.

**Critical & Innovative Thinking Rubric Project/Washington State:** <http://tinyurl.com/yvsrft>

The Critical and Integrative Thinking Rubric project took two years trying to highlight the importance of integrating ideas and perspectives across traditional boundaries of viewpoint, practice, and discipline.

**University of Wisconsin, School of Education: Professional Development: Rubric Bank:**

<http://www.uwstout.edu/soe/profdev/rubrics.shtml>

A listing of rubrics across seven categories. Also contains some rubrics geared towards online learning.

**Bowling Green State University: Rubrics**

<http://www.bgsu.edu/offices/assessment/page31439.html>

Provides rubric examples based on stages of learning.

**California State University, Fresno: Rubric Library:**

<http://www.csufresno.edu/irap/assessment/rubric.shtml>

Includes rubric examples on presentations, writing, arts & humanities, and teamwork.

## Scoring Rubric for Short, Research-based Position Paper

Undergraduate Cognitive Psychology, Anne L. Fay, Carnegie Mellon University

Dimension	Sophisticated	Competent	Needs Work
Introduction	Position and exceptions, if any, are clearly stated. Organization of the argument is completely and clearly outlined and implemented. 4-5 pts	Position is clearly stated. Organization of argument is clear in parts or only partially described and mostly implemented. 2-3 pts	Position is vague. Organization of argument is missing, vague, or not consistently maintained. 0-1 pts
Research	Research selected is highly relevant to the argument, is presented accurately and completely – the method, results, and implications are all presented accurately; Theory is relevant, accurately described and all relevant components are included; relationship between research and theory is clearly articulated and accurate. 8– 10 pts	Research is relevant to the argument and is mostly accurate and complete – there are some unclear components or some minor errors in the method, results or implications. Theory is relevant and accurately described, some components may not be present or are unclear. Connection to theory is mostly clear and complete, or has some minor errors. 5 – 7 pts	Research selected is not relevant to the argument or is vague and incomplete – components are missing or inaccurate or unclear. Theory is not relevant or only relevant for some aspects; theory is not clearly articulated and/or has incorrect or incomplete components. Relationship between theory and research is unclear or inaccurate, major errors in the logic are present. 0 – 4 pts
Conclusions	Conclusion is clearly stated and connections to the research and position are clear and relevant. The underlying logic is explicit. 4-5 pts	Conclusion is clearly stated and connections to research and position are mostly clear, some aspects may not be connected or minor errors in logic are present. 2-3 pts	Conclusion may not be clear and the connections to the research are incorrect or unclear or just a repetition of the findings without explanation. Underlying logic has major flaws; connection to position is not clear.
Writing	Paper is coherently organized and the logic is easy to follow. There are no spelling or grammatical errors and terminology is clearly defined. Writing is clear and concise and persuasive. 4-5 pts	Paper is generally well organized and most of the argument is easy to follow. There are only a few minor spelling or grammatical errors, or terms are not clearly defined. Writing is mostly clear but may lack conciseness. 2-3 pts	Paper is poorly organized and difficult to read – does not flow logically from one part to another. There are several spelling and/or grammatical errors; technical terms may not be defined or are poorly defined. Writing lacks clarity and conciseness. 0-1 pts

# Credit for Lifelong Learning – Portfolio Assessment

## Committee Assessment Form

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Course Name, Abbreviation and Number: \_\_\_\_\_

**Recommendation:**  Award Credit  Additional Evidence Required  Deny Credit

Assessment Criteria	Yes	No	Comments
<b>A. Presents relevant experience</b> <ul style="list-style-type: none"> <li>- Describes the source (when/where/how) of the learning</li> <li>- Defines the duration of the learning experience</li> <li>- Explains who did the training, who advised or mentored, if appropriate</li> <li>- Establishes that the experience was of sufficient duration to have produced the learning claimed</li> </ul>			
<b>B. Articulates the learning</b> <ul style="list-style-type: none"> <li>- Presents knowledge in terms of Goodwin College course learning objectives/outcomes</li> <li>- Provides evidence of reflection on experience</li> <li>- Addresses topics in the course sufficiently</li> <li>- Indicates that the student has a general understanding of the field</li> <li>- Contains a mix of theory and practice appropriate to the subject</li> <li>- Illustrates sufficient understanding of the principles and major theories covered in the course</li> <li>- Discusses the application of the learning in more than one context</li> <li>- Demonstrates achievement at a “C” level or higher</li> </ul>			
<b>C. Describes and explains evidence (documentation)</b> <ul style="list-style-type: none"> <li>- Describes each piece of evidence; where/when created</li> <li>- Explains why each item of evidence is included, linking to the skill or knowledge it illustrates</li> <li>- Reasonably establishes evidence authenticity</li> </ul>			
<b>D. Structural criteria/organization</b> <ul style="list-style-type: none"> <li>- The writing makes sense</li> <li>- The discussion is complete and free from irrelevant details</li> <li>- The sentence structure is easy to understand</li> <li>- The writing is free from typos and errors in spelling, grammar and sentence structure</li> <li>- The writing is appropriate to the level of the course</li> </ul>			

## Credit for Lifelong Learning – Portfolio Assessment

### Feedback to student:

**Credit Recommendation:** Please indicate the course name & number, and final credit recommendation. Include suggestions or general comments on the portfolio:

**Denial of Credit:** If you have NOT recommended credit, please provide a rationale for your decision. Please align your response with the portfolio components (e.g., essay, evidence, etc.) and characteristics of a good portfolio (e.g., documentation, essay, etc.).

**Additional Evidence Required:** If more information is required from the student before the committee can reach a decision, what else should be provided?

Additional evidence:

Rewrite of essay to include:

A written examination is required on the following topic:

An oral examination either in person or over the phone on the following topic:

(Suggest dates & times, and include recommendations to prepare for the oral exam or interview).

Reviewer(s) Signature(s);

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

July 2008

**Goal 5: An Ethical Perspective:** Students will understand the importance of behaving ethically in their professional lives.  
*Corresponding Objective:* Students will identify an ethical dilemma and apply an ethics model or framework to propose and defend a resolution.

## ETHICAL DECISION MAKING MODEL

	3: Exceeds Standards	2: Meets Standards	1: Fails to Meet Standards	Score
<b>Awareness</b>	Synthesizes facts of case into a coherent narrative or whole; Recognizes complex implications in ethical situations; able to identify ethical dimensions of particular acts, decisions, situations; Aware of ethical dimensions from a broader perspective (profession, society); Widens circle of awareness to include all stakeholders in ethical dilemmas; Approaches ethics with sincerity.	Understands basic fact of cases. Recognizes that obligation and duty depend on agent's role in relation to others; Distinguishes ethical concerns from legal concerns; Begins to look beyond the self for ethical dimensions; Approaches ethics tentatively.	Unaware of the facts of specific cases; Shows little or no awareness of ethics as a quality of human behavior; Does not recognize ethical dimensions of specific situations; Confuses ethical dilemmas with legal dilemmas; Claims to easily solve ethical dilemmas.	3 2 1
<b>Beliefs</b>	Understands claims of ethical theories; Beliefs grounded in and justified through reason; Follows beliefs where reason leads, even if contrary to one's own ethics.	Begins to apply ethical theory tentatively; Understands simplified versions of ethical theories; Concedes existence of beliefs of others; Moves beyond relativism in own beliefs.	Does not understand main points of ethical theories; Beliefs centered entirely on self; Hold beliefs ungrounded in reason; Ethical awareness is relative and subjective;	3 2 1
<b>Consequences</b>	Articulates the broad societal effects of particular policies and practices in ethical terms; 0 Looks to far-reaching implications of ethical beliefs; Projects consequences into the future deeply and broadly; Shows true concern toward outcome of ethical decisions to others.	Grasps both far-reaching and immediate consequences of certain beliefs and actions; Acknowledges relevance of ethical concerns to others; Widens consequences to include all relevant stakeholders.	Sees consequences only to the self or immediate environment; Sees consequences to others as irrelevant; Cannot discern consequences of specific beliefs or actions.	3 2 1
<b>Decision</b>	Applies well-thought-out process of decision making to ethical dilemmas; Maturely commits to a decision; Decides in the interest of justice; Makes decisions with a high level of maturity and careful reflection.	Begins to formulate a reasoned decision-making process; Decides in the interest of a widening circle of stakeholders; Takes a stand of ethical dilemmas not necessary affecting one's self.	Unable to apply ethical theories to specific cases; Decides only in self-interest; Does not take a stand on ethical matters; Unwilling to act maturely or ethically.	3 2 1

**Scoring Key:**

- \_\_\_ Exceeds standards      11 - 12
- \_\_\_ Meets standards      7 - 10
- \_\_\_ Fails to meet standards      ≤ 6

**Graduate Program**

4) Global Perspective

**Student Learning Outcome:** Each student will analyze the global business factors impacting current business issues, and evaluate the effects of these factors on specific management situations.

**Method of Assessment:** Achievement of this SLO will be assessed through a case analysis in the capstone course using the rubric below. This assessment will contribute to the student’s grade in the class, and will provide a pass/fail indication on the learning objective.

**Global Perspective Rubric**

	<b>1: Beginner</b>	<b>2: Novice</b>	<b>3: Proficient</b>	<b>4: Advanced</b>	<b>Score</b>
<b>Identification of Global Factors</b>	No or incomplete identification of some or all or the following relevant global factors: Economics Cultural Legal Demographic	Some identification of most of the relevant factors	Clear identification of relevant factors	Detailed identification of all relevant factors	
<b>Analysis of Global Factors</b>	No analysis of impact of relevant global issues; Erroneous analysis of impact	Some analysis of impact of global factors; Some inaccuracies in analysis	Clear analysis of impact of global factors; Accurate analysis of impact	Detailed and accurate analysis of impact of relevant global factors	
<b>Application of Analysis to Management Situation</b>	No application of analysis to specific management situation; Incorrect conclusions or recommendations made	Some application of analysis to specific management situation; Weak conclusions or recommendations made	Clear application of analysis to specific management situation; Valid conclusions and good recommendations given	Comprehensive application of analysis to specific management situation; Strong conclusions made; Creative recommendations given	
				<b>Total Points:</b>	

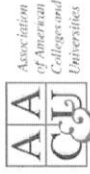
**Scoring:**

- 0 – 8: Does not meet standard
- 9 and above: Meets standard



# INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact rubric@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

## Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

## Framing Language

Fostering students' abilities to integrate learning—across courses, over time, and between campus and community life—is one of the most important goals and challenges for higher education. Initially, students connect previous learning to new classroom learning. Later, significant knowledge within individual disciplines serves as the foundation, but integrative learning goes beyond academic boundaries. Indeed, integrative experiences often occur as learners address real-world problems, unscripted and sufficiently broad, to require multiple areas of knowledge and multiple modes of inquiry, offering multiple solutions and benefiting from multiple perspectives. Integrative learning also involves internal changes in the learner. These internal changes, which indicate growth as a confident, lifelong learner, include the ability to adapt one's intellectual skills, to contribute in a wide variety of situations, and to understand and develop individual purpose, values and ethics. Developing students' capacities for integrative learning is central to personal success, social responsibility, and civic engagement in today's global society. Students face a rapidly changing and increasingly connected world where integrative learning becomes not just a benefit...but a necessity.

Because integrative learning is about making connections, this learning may not be as evident in traditional academic artifacts such as research papers and academic projects unless the student, for example, is prompted to draw implications for practice. These connections often surface, however, in reflective work, self-assessment, or creative endeavors of all kinds. Integrative assignments foster learning between courses or by connecting courses to experientially-based work. Work samples or collections of work that include such artifacts give evidence of integrative learning. Faculty are encouraged to look for evidence that the student connects the learning gained in classroom study to learning gained in real life situations that are related to other learning experiences, extra-curricular activities, or work. Through integrative learning, students pull together their entire experience inside and outside of the formal classroom; thus, artificial barriers between formal study and informal or tacit learning become permeable. Integrative learning, whatever the context or source, builds upon connecting both theory and practice toward a deepened understanding.

Assignments to foster such connections and understanding could include, for example, composition papers that focus on topics from biology, economics, or history; mathematics assignments that apply mathematical tools to important issues and require written analysis to explain the implications and limitations of the mathematical treatment, or art history presentations that demonstrate aesthetic connections between selected paintings and novels. In this regard, some majors (e.g., interdisciplinary majors or problem-based field studies) seem to inherently evoke characteristics of integrative learning and result in work samples or collections of work that significantly demonstrate this outcome. However, fields of study that require accumulation of extensive and high-consensus content knowledge (such as accounting, engineering, or chemistry) also involve the kinds of complex and integrative constructions (e.g., ethical dilemmas and social consciousness) that seem to be highlighted so extensively in self-reflection in arts and humanities, but they may be embedded in individual performances and less evident. The key in the development of such work samples or collections of work will be in designing structures that include artifacts and reflective writing or feedback that support students' examination of their learning and give evidence that, as graduates, they will extend their integrative abilities into the challenges of personal, professional, and civic life.

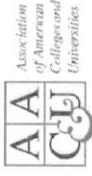
## Glossary

**The definitions that follow were developed to clarify terms and concepts used in this rubric only.**

- ① Academic knowledge: Disciplinary learning; learning from academic study, texts, etc.
- ② Content: The information conveyed in the work samples or collections of work.
- ③ Contexts: Actual or simulated situations in which a student demonstrates learning outcomes. New and challenging contexts encourage students to stretch beyond their current frames of reference.
- ④ Co-curriculum: A parallel component of the academic curriculum that is in addition to formal classroom (student government, community service, residence hall activities, student organizations, etc.).
- ⑤ Experience: Learning that takes place in a setting outside of the formal classroom, such as workplace, service learning site, internship site or another.
- ⑥ Form: The external frameworks in which information and evidence are presented, ranging from choices for particular work sample or collection of works (such as a research paper, PowerPoint, video recording, etc.) to choices in make-up of the eportfolio.
- ⑦ Performance: A dynamic and sustained act that brings together knowing and doing (creating a painting, solving an experimental design problem), developing a public relations strategy for a business, etc.; performance makes learning observable.
- ⑧ Reflection: A meta-cognitive act of examining a performance in order to explore its significance and consequences.
- ⑨ Self-Assessment: Describing, interpreting, and judging a performance based on stated or implied expectations followed by planning for further learning.

# INTEGRATIVE LEARNING VALUE RUBRIC

*for more information, please contact [valuc@aacu.org](mailto:valuc@aacu.org)*



## Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	3	Milestones 2	Benchmark 1
<b>Connections to Experience</b> <i>Connects relevant experience and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to <b>deepen understanding</b> of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to <b>illuminate</b> concepts/theories/frameworks of fields of study.	<b>Compares</b> life experiences and academic knowledge to infer differences, as well as similarities, and <b>acknowledge perspectives</b> other than own.	<b>Identifies</b> connections between life experiences and those academic texts and ideas <b>perceived as similar and related</b> to own interests.
<b>Connections to Discipline</b> <i>Yes (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
<b>Transfer</b> <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to <b>solve difficult problems or explore complex issues in original ways</b> .	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to <b>solve problems or explore issues</b> .	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to <b>contribute to understanding of problems or issues</b> .	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation <b>in a new situation</b> .
<b>Integrated Communication</b>	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) <b>in ways that enhance meaning</b> , making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to <b>explicitly connect content and form</b> , demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that <b>connects in a basic way</b> what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) <b>in an appropriate form</b> .
<b>Reflection and Self-Assessment</b> <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.



# TEAMWORK VALUE RUBRIC

for more information, please contact [valine@aacu.org](mailto:valine@aacu.org)



## Definition

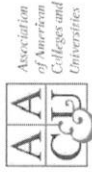
Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	Capstone 4	3	Milestones 2	Benchmark 1
<b>Contributes to Team Meetings</b>	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
<b>Facilitates the Contributions of Team Members</b>	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
<b>Individual Contributions Outside of Team Meetings</b>	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
<b>Fosters Constructive Team Climate</b>	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> <li>Treats team members respectfully by being polite and constructive in communication.</li> <li>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>Provides assistance and/or encouragement to team members.</li> </ul>	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> <li>Treats team members respectfully by being polite and constructive in communication.</li> <li>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>Provides assistance and/or encouragement to team members.</li> </ul>	Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none"> <li>Treats team members respectfully by being polite and constructive in communication.</li> <li>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>Provides assistance and/or encouragement to team members.</li> </ul>	Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> <li>Treats team members respectfully by being polite and constructive in communication.</li> <li>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>Provides assistance and/or encouragement to team members.</li> </ul>
<b>Responds to Conflict</b>	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.

# PROBLEM SOLVING VALUE RUBRIC

for more information, please contact [valuelc@aacu.org](mailto:valuelc@aacu.org)



## Definition

Problem solving is the process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
<b>Define Problem</b>	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors.
<b>Identify Strategies</b>	Identifies multiple approaches for solving the problem that apply within a specific context.	Identifies multiple approaches for solving the problem, only some of which apply within a specific context.	Identifies only a single approach for solving the problem that does apply within a specific context.	Identifies one or more approaches for solving the problem that do not apply within a specific context.
<b>Propose Solutions/Hypotheses</b>	Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.	Proposes one or more solutions/hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes one solution/hypothesis that is "off the shelf" rather than individually designed to address the specific contextual factors of the problem.	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.
<b>Evaluate Potential Solutions</b>	Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is adequate (for example, contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is brief (for example, explanation lacks depth) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.
<b>Implement Solution</b>	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.	Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.	Implements the solution in a manner that does not directly address the problem statement.
<b>Evaluate Outcomes</b>	Reviews results relative to the problem defined with thorough, specific considerations of need for further work.	Reviews results relative to the problem defined with some consideration of need for further work.	Reviews results in terms of the problem defined with little, if any, consideration of need for further work.	Reviews results superficially in terms of the problem defined with no consideration of need for further work.

## RUBRIC FOR THE EVALUATION OF ANALYTICAL AND CRITICAL THINKING IN CASE ANALYSES

### 1. FORMULATION: IDENTIFYING AND STRUCTURING THE PROBLEM

		Flawed		Acceptable		Exemplary	
1. Identifies and summarizes key problem(s)	1	2	3	4	5	6	
	Fails to identify key problem or to describe it clearly		Identifies key and secondary problems but does not adequately discuss their relative importance or priority		Clearly distinguishes key and secondary problems along with their relative importance or priority		
2. Identifies courses of action (i.e., alternatives)	1	2	3	4	5	6	
	Fails to identify key alternatives and/or proposes non-actionable alternatives		Identifies most of the main alternatives and discusses how they can be put into action		Identifies all main actionable alternatives and is creative in proposing less obvious courses of action		
3. Given the alternatives identified, discusses constraints	1	2	3	4	5	6	
	Fails to recognize some of the important constraints		Recognizes most of the important constraints		Recognizes the important constraints and also that some constraints can be relaxed or worked around		
4. Given the alternatives identified, discusses criteria for choosing alternatives	1	2	3	4	5	6	
	Considers only a very narrow set of criteria or criteria that are not appropriate given the alternatives identified		Considers a broad set of criteria which are appropriate for the alternatives identified		Considers a broad set of appropriate criteria and recognizes their interdependencies and time sensitivity		
5. Identifies assumptions	1	2	3	4	5	6	
	Fails to recognize most assumptions that underlie the above elements		Recognize most important assumptions that underlie the above elements		Recognize most important assumptions that underlie the above elements and assess their reasonableness and potential impact on the analysis		

## II. ANALYSIS

	Flawed		Acceptable		Exemplary	
1. Given the above criteria, structures the analysis using appropriate conceptual frameworks	1	2	3	4	5	6
	Does not follow a structured approach in the analysis, or uses inappropriate frameworks					
	Follows a structured approach in the analysis, using appropriate frameworks but remains fairly generic					
2. Uses appropriate analytical tools	Flawed		Acceptable		Exemplary	
	1	2	3	4	5	6
	Does not use relevant tools or applies them incorrectly					
3. Evidence (quantitative and/or qualitative)	Flawed		Acceptable		Exemplary	
	1	2	3	4	5	6
	Fails to use important evidence in the analysis, or uses it incorrectly					
4. Analytical assumptions	Flawed		Acceptable		Exemplary	
	1	2	3	4	5	6
	Fails to mention important assumptions made during the analysis, or makes unreasonable assumptions					
5. Sensitivity analysis	Flawed		Acceptable		Exemplary	
	1	2	3	4	5	6
	Does not do any sensitivity analyses, or the analyses are inappropriate					
Does some sensitivity analyses but might miss some critical factors and/or does not discuss implications						
Makes reasonable assumptions, justifies them and considers their potential impact on the analysis						
Does sensitivity analyses of relevant factors, identifies critical ones and discusses implications						

## III. DECISIONS & ACTIONS

	Flawed		Acceptable		Exemplary	
1. Decides on a course of action	1	2	3	4	5	6
	Fails to justify course of action based on the analyses, or fails to clearly commit to one course of action					
	Justifies a course of action based on the analyses, and also considers alternative plans if some assumptions/constraints are relaxed					
2. Implementation of the decision	Flawed		Acceptable		Exemplary	
	1	2	3	4	5	6
	Does not provide implementation guidelines or implementation guidelines are based on non-actionable items					
Provides guidelines for implementation based on actionable items, discusses uncertainty/risk, and develops appropriate contingency plans						

## Presentation Skills Rubric

Delivery	Exceeds Standards	Meets Standards	Fails to Meet Standards
Attire		Professional – business casual or formal, as appropriate.	Inappropriate or distracting.
Eye Contact	Maintains eye contact continuously – scans entire audience. Has no need to look at slides except to confirm alignment or synchronization.	Maintains eye contact with audience most of the time. Checks slides or notes occasionally.	Reads most or all of report, making little or no eye contact with audience. Relies heavily on note cards or slides.
Body language (also use of hands, gestures, animation)	Conveys confidence and enthusiasm. Gestures are appropriate and add value/emphasis to message.	Body language is appropriate. Gestures do not detract from message, offer some support.	Conveys nervousness/lack of confidence, fidgeting, rigidity. Gestures detract from message.
Positioning/movement	Effortlessly uses positioning and changes it to engage audience and direct attention.	Appears comfortable, relaxed, and confident. Movement engages audience or directs attention to data.	Disconnected from audience and material. Rigidly planted; crossed ankles; rocking; rapid pacing.
Projection/modulation	Uses variation in pitch and volume to maintain audience attention and to emphasize points.	Is loud enough for all in audience to hear. Some variation in pitch and volume.	Too quiet to be heard by many in audience or excessively loud. Monotonic, no variation in pitch or volume.
Pace	Clear and engaging, neither too fast nor too slow, easy to understand, and maintains interest.	Neither too fast nor too slow; easy to understand.	Too fast or too slow or with long pauses to collect thoughts. Difficult to understand words.
Pronunciation	Clear, precise, and correct.	Articulates clearly. Audience can understand without effort.	Mumbles and mispronounces terms.
Use of “fillers”		No use of space fillers – um, like, etc.	Uses space fillers – um, like, etc.
Use of props/visual aids	Adds significant value and is used seamlessly.	Reason for use is clear and its contribution is worth time to introduce it.	Not present / does not add value / is not integrated well
Effective use of time	Time allocated effectively. Finishes on time.	Finishes on time without rushing or cutting information.	Does not finish on time or finishes well before allotted time. Important information left out.

## Presentation Skills Rubric

Content	Exceeds Standards	Meets Standards	Fails to Meet Standards
Introduction	Engaging, captures audience interest, highlights main points of message and states clear purpose.	Purpose is clear, main points of message are introduced.	Absent, purpose is unclear, fails to preview main points. Laundry list (TOC) is not an introduction.
Targeted to audience	Information presented is appropriately targeted to the needs and expectations of a diverse audience	Information presented is appropriately targeted to audience; meets the needs and expectations of the audience	Information presented is not appropriate to the audience (e.g. repeats basic information/concepts that the audience already knows)
Analysis	Analysis is clear, information is presented in best order for impact, conclusions are logical, recommendations are given (when appropriate) and possible implications are considered.	Analysis is clear: information is accurate and complete and presented in logical order leading to some conclusions.	Analysis is confusing or absent (description of data is inaccurate or difficult to understand; basic data reported with no conclusions drawn)
Support by evidence	A variety of appropriate forms of evidence is presented to strongly support the main ideas and the conclusions/recommendations	Evidence is presented to support main points and conclusions (includes examples, data, research, quotes, personal experiences as appropriate)	Evidence is inadequate to support main points or conclusions
Conclusion	Strong summary of main issues, lands key points, makes recommendations.	Summarizes points made earlier, presentation finishes strong.	Absent: presentation ends without a summary of key points, or conclusion fades away



## Presentation Skills Rubric

Team Elements	Exceeds Standards	Meets Standards	Fails to Meet Standards
Introductions	Team introduction is concise, complete, and interesting – helps draw audience into presentation.	Team introduction is concise and complete.	Team introduction is drawn out or incomplete.
Transitions	Brief, accurate, and builds energy for subsequent speakers.	Accurate and maintains energy.	Awkward, overly long, or omitted.
Positioning	Non-presenting team members are attentive to the speaker, invisible and move into position to present seamlessly.	Non-presenting team members do not block view of slides or distract audience attention away from speaker. Presenter takes center stage.	Non-presenting team members block view of slides, distract audience attention away from speaker, or consume time in moving up to present.
Synchronization of slides	Slides change precisely as speaker covers points without any need for obvious cues from speaker to computer manager.	Speaker and slides remain in alignment throughout presentation.	Speaker must devote obvious attention to getting slides changed. Lack of alignment leads to distracting scrolling of slides back and forth.
Mastery of media technologies	Media use contributes to impact of presentation, and nothing goes wrong or team recovers seamlessly from any failure.	Nothing goes wrong, or team recovers adequately from any failure.	Technology fails and team cannot recover effectively, or technology distracts/impedes presentation.
Time management	Every team member plays a significant role.	Appropriate balance among team members.	Distribution among team members is unbalanced.
Q&A	All questions addressed in a manner demonstrating thorough command of the topic. Balance across team in responses. Every team member has mastery of all content.	Questions answered in a thoughtful and effective manner. Team members answer their areas of expertise.	Cannot address basic questions about the topic or addresses them in a superficial manner. One team member dominates.