

BBA Assignment Rubric

| | Proficient 4 | Acceptable 3 | Needs Improvement 2 | Unacceptable 1 | Rc'd |
|---------------------------------------|---|--|--|--|------|
| Focus: Purpose | Purpose is clear | Shows awareness of purpose | Shows limited awareness of purpose | No awareness | |
| Structure | Assignment is structured in a series of well-written paragraphs, all of which support the main idea | Most of the material supports the idea of the project | Less than half of the material supports the idea of the project | Project is not structured as a coherent argument | |
| Ideas | Clearly presents a main idea and supports it throughout. | There is a main idea supported throughout. | Vague sense of a main idea, weakly supported throughout. | No main idea | |
| Conclusion | Conclusion is a concise, well-written summary of the argument | Conclusion is somewhat related to the structure and argument. | There is a conclusion but it is not obviously related to the structure or argument | No conclusion | |
| References | Multiple citations from each work that are all specific and well integrated to support thesis | Multiple specific citations from each source, at least some of which support the main thesis | No more than one from each, or multiple that are not well integrated to support the work | No specific citations from either work | |
| Style - spelling grammar, etc. | No more than three minor grammatical or spelling flaws. | No more than an average of two or three minor flaws. | Several minor flaws, or at least one major flaw (e.g. a sentence that makes no sense). | Multiple and major flaws in spelling, grammar and/or style | |
| Score | | | | | |

MBA Assignment Rubric

| | Proficient 4 | Acceptable 3 | Needs Improvement 2 | Unacceptable 1 | Re'd |
|-----------------------------------|---|---|---|---|------|
| Introduction | Strong introduction of topic's key question(s), terms. Clearly delineates subtopics to be reviewed. | Conveys topic and key question(s). Clearly delineates subtopics to be reviewed. | Conveys topic, but not key question(s). Describes subtopics to be reviewed. | Does not adequately convey topic. Does not describe subtopics to be reviewed. | |
| Focus & Sequencing | All material clearly related to subtopic, main topic. Strong organization and integration of material within subtopics. Strong transitions linking subtopics, and main topic. | All material clearly related to subtopic, main topic and logically organized within subtopics. Clear, varied transitions linking subtopics, and main topic. | Most material clearly related to subtopic, main topic. Material may not be organized within subtopics. Attempts to provide variety of transitions | Little evidence material is logically organized into topic, subtopics or related to topic. Many transitions are unclear or nonexistent. | |
| Conclusion | Strong review of key conclusions. Strong integration with introduction statement. Insightful discussion of impact of the researched material on topic. | Strong review of key conclusions. Strong integration with introduction statement. Discusses impact of researched material on topic. | Review of key conclusions. Some integration with introduction statement. Discusses impact of researched material on topic. | Does not summarize evidence with respect to introduction statement. Does not discuss the impact of researched material on topic. | |
| Citations & References | All references and citations are correctly written and present. | One or two reference or citations missing or incorrectly written | Several references or citations missing or incorrectly written. | Reference and citation errors detract significantly from paper | |
| Spelling, Grammar, etc. | No more than three minor grammatical or spelling flaws in the entire paper | No more than an average of two or three minor flaws per page | Several minor flaws, or at least one major flaw (e.g. a sentence that makes no sense), per page | Multiple and major flaws in spelling, grammar and/or style | |
| General APA formatting | Title page, placement of figures and figure captions, and other APA formatting issues all correct. | Minor errors in formatting. | Major errors and/or missing information. | No APA style in text. | |
| Score | | | | | |

Presentation Rubric

| | Proficient | Acceptable | Needs Improvement | Unacceptable | Re'd |
|--|---|---|--|---|------|
| | 4 | 3 | 2 | 1 | |
| Organization 15% | Student shows enthusiasm and presents information in logical, interesting sequence which engages the audience. | Student presents information in logical sequence which audience can follow. | Audience has difficulty following presentation because student jumps around. | Delivery not smooth and audience attention lost because there is no sequence of information. | |
| Content 20% | Accurate and in depth information, sufficient amount of information, proper citing of resources. | Accurate information, sufficient information, some resources not cited. | Some information is inaccurate, sufficient information, some resources are not cited. | Information is inaccurate, most sources are not cited. | |
| Subject Knowledge 20% | Student demonstrates full knowledge (more than required) and answers all questions with explanations and elaboration. | Student is at ease with information and gives expected answers to all questions, but fails to elaborate. | Student is uncomfortable with information and is able to answer only rudimentary questions. | Student does not have grasp of information; student cannot answer questions about subject. | |
| Style/Mechanics (PowerPoint) 15% | The electronic presentation displays elements of creativity and style, and is not simply a list of information. The electronic presentation is presented in a clear and concise manner. | The electronic presentation is clear and logical and contains pertinent information and images. Good clear oral presentation. | Lacks style and reads more like a list of information, than as a support for an oral presentation. Lacks neatness and clarity. | The presentation lacks a clear focus and there are many errors. Electronic presentation is not creative. | |
| Communication 20% | Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. | Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation. | Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear | |
| Time Management 10% | The presentation was of the proper duration. | The presentation was of the proper duration. | The presentation was somewhat short or somewhat long. | The presentation was too brief or too long. | |
| Score | | | | | |

Writing Rubric

| | Proficient 4 | Acceptable 3 | Needs Improvement 2 | Unacceptable 1 | Re'd |
|--|--|---|---|---|------|
| Context and Purpose for Writing % | Demonstrates through understanding of context, audience, and purpose that is responsive to the assigned task (s) and focuses all elements of the work | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose and context.). | Demonstrates awareness of context, audience, purpose, and to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience) | |
| Content Development % | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work | Use appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work. | Uses appropriate and relevant context to develop and explore ideas through most of the work. | Uses appropriate and relevant content to develop simple ideas in some parts of the work. | |
| Genre and Disciplinary Conventions % | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation | Attempts to use a consistent system for basic organization and presentation | |
| Sources and Evidence % | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing | Demonstrates and attempt to use sources to support ideas in the writing | |
| Control of Syntax and Mechanics % | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. | |
| Score | | | | | |