Business Rubric Examples

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Also see 17 pages of undergraduate rubrics and 15 pages of graduate rubrics at http://www.cba.csus.edu/Assessment/pdf/Rubrics_BSBA.pdf (UG) and http://www.cba.csus.edu/Assessment/pdf/Rubrics_MBA.pdf (grad).

All rubrics were taken *verbatim* from campus websites and their format may have been lightly edited to fit the printed page.

The University of Scranton Business Strategy Analysis Rubric
Retrieved January 3, 2007 from
http://academic.scranton.edu/department/assessment/ksom/Business-Strategy-Analysis-Rubric.doc

Date: _____ **Rater: _____**

Course: _____ **Student: _____**

TRAIT	Unacceptable	Acceptable	Exemplary	Score
Identifies the corporate strategy	Does not identify and summarize the corporate strategy, is confused or identifies a different or inappropriate strategy	Identifies the main strategy(ies) and subsidiary, embedded, or implicit aspects of the strategy	Identifies not only the basics of the strategy, but recognizes nuances of the strategy	
Key assumptions	Does not surface the assumptions that underlie the strategy	Identifies most of the key assumptions	Identifies and questions the validity of the key assumptions that underlie the strategy	
Evidence of strategy	Simply lists examples of actions or behaviors that represent the strategy. Does not discuss the relevance of these actions or behaviors.	Discusses the relevance of actions and behaviors representing the strategy(ies)	Discusses nuances of the examples in some detail	
Conclusions, implications, and consequences	Fails to identify conclusions, implications, and consequences of the strategy	Identifies and discusses conclusions, implications, and consequences	Objectively reflects upon own analysis of the corporate strategy	

The University of Scranton Case Analysis Rubric

Retrieved January 3, 2007 from http://academic.scranton.edu/department/assessment/ksom/Case-Analysis-Rubric.doc

Date: _____

Rater: _____ **Course:** _____ **Student:** _____

TRAIT	Unacceptable	Acceptable	Exemplary	Score
Issues	Does not recognize a problem or mentions problems that are not based on facts of the case	Recognizes one or more key problems in the case.	Recognizes multiple problems in the case. Indicates some issues are more important than others and explains why	
Perspectives	Does not recognize the perspectives of any characters in the case	Considers the perspectives of individuals who are related to the problems	Clearly describes the unique perspectives of multiple key characters.	
Knowledge	Simply repeats facts listed in case and does not discuss the relevance of these facts	Considers facts from the case and cites related knowledge from theoretical or empirical research	Discusses facts of the case in relation to empirical and theoretical research and add knowledge from personal experience	
Actions	No action proposed or proposes infeasible action(s)	More than one reasonable action proposed.	Proposed actions seem to deal with the most important issues	
Consequences	No positive and negative consequences are identified	Positive and negative consequences for each action are discussed	Consequences are tied to the issues deemed most important.	

The University of Scranton Decision Making Rubric
Retrieved January 3, 2007 from
http://academic.scranton.edu/department/assessment/ksom/Decision-Making-Rubric.doc

Date: _____

Rater: _____ **Course:** _____ **Student:** _____

TRAIT	Unacceptable	Acceptable	Exemplary	Score
Identifies Alternatives	Identifies alternatives that are not all seemingly equal or that reflect confusion or limited understanding of the situation	Identifies alternatives that are seemingly equal and that reflect a basic understanding of the situation	Identifies alternatives that are seemingly equal and that reflect an in-depth understanding of the situation	
Identifies criteria for assessing alternatives	Identifies only some important criteria	Identifies the important criteria that should be considered	Identifies important and less obvious criteria reflecting a thorough understanding of the situation	
Applies criteria to alternatives	Determines the extent to which some of the alternatives possess each criterion or the extent to which all of the alternatives possess some of the criteria	Determines the extent to which each alternative possesses each criterion and justifies this with appropriate information or knowledge	Determines the extent to which each alternative possesses each criterion and justifies this with appropriate information or knowledge at an unusual level of depth	
Evaluates results	Has difficulty evaluating whether important scores or criteria should be changed or dropped	Evaluates whether important scores or criteria should be changed or dropped in a way that reflects understanding of the subject	Evaluates whether important scores or criteria should be changed or dropped in a way that reflects an in-depth understanding of the subject	

The University of Scranton Critical Thinking Rubric

Retrieved January 3, 2007 from
http://academic.scranton.edu/department/assessment/ksom/Critical-Thinking-Rubric.doc

Date: _____

Rater: _____ **Course:** _____ **Student:** _____

TRAIT	Unacceptable	Acceptable	Exemplary	Score
Identifies and Summarizes problem at issue	Does not identify and summarize the problem, is confused or identifies a different or inappropriate problem	Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem	Identifies not only the basics of the issue, but recognizes nuances of the issue	
Personal perspective and position	Addresses a single source or view of the argument and fails to clarify presented position relative to one's own	Identifies, appropriately, one's own position on the issue	Draws support from experience and information not available from assigned sources	
Other salient perspectives and positions	Deals only with a single perspective and fails to discuss other salient perspectives	Identifies other salient perspectives drawn from outside information	Addresses and analyzes salient perspectives drawn from outside information	
Key assumptions	Does not surface the assumptions and ethical issues that underlie the issue	Identifies some of the key assumptions and ethical issues	Identifies and questions the validity of the key assumptions and addresses the ethical dimensions that underlie the issue	
Quality of evidence	Merely repeats information provided, taking it as truth or denies evidence without adequate justification	Examines the evidence and source of evidence, questions its accuracy, precision, relevance, and completeness	Observes cause and effect and addresses existing or potential consequences. Clearly distinguishes between fact, opinion, and acknowledges value judgments	
Conclusions, implications, and consequences	Fails to identify conclusions, implications, and consequences of the issue	Identifies and discusses conclusions, implications, and consequences	Objectively reflects upon own assertions	

The University of Scranton Ethical Considerations Rubric

Retrieved January 3, 2007 from
http://academic.scranton.edu/department/assessment/ksom/Ethical-Considerations-Rubric.doc

Date: _____

Rater: _____ **Course:** _____ **Student:** _____

TRAIT	Unacceptable	Acceptable	Exemplary	Score
Identifies Dilemma	Has a vague idea of what the dilemma is and is uncertain what must be decided	Identifies the dilemma, including pertinent facts, and ascertains what must be decided	Describes the dilemma in detail having gathered pertinent facts. Ascertains exactly what must be decided	
Considers Stakeholders	Is unsure as to who should be involved in the decision-making process	Determines who should be involved in the decision making process and accurately identifies all the stakeholders	Determines who should be involved in the decision making process and thoroughly reflects on the viewpoints of the stakeholders	
Analyzes Alternatives and Consequences	Begins to appraise the relevant facts and assumptions and identifies some alternatives.	Clarifies at least two alternatives and predicts their associated consequences in detail.	Clarifies a number of alternatives and evaluates each on the basis of whether or not there is interest and concern over the welfare of all stakeholders	
Chooses an Action	Has difficulty identifying and appropriate course of action from among alternatives	Formulates an implementation plan that delineates the execution of the decision	Formulates an implementation plan that delineates the execution of the decision and that evidences a thoughtful reflection on the benefits and risks of action	

California State University East Bay Undergraduate Business Rubrics
Retrieved January 3, 2007 from
http://www.csuhayward.edu/ira/wasc/slo/SLO%20Business%20and%20Assessment.doc

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Learning Objective #1: International Global/Business Perspective

Advanced
Understands and analyzes the following issues:

- The cultural and financial impacts of moving into new markets.
- Market uncertainty and exchange rate risk.
- The need to acquire demographic information
- Political risk or country specific risk.
- The potential legal and contractual differences in international business.
- The concept of tradeoffs in managerial decision-making.
- The potential language barriers in international communication.
- The organizational and managerial differences in different countries.

Acceptable
Can list and explain some of the bulleted issues listed above. Lacks the depth of understanding and analysis of a proficient essay.

Beginning
Shows a very superficial knowledge of the issues involved in international business. Shows no depth of understanding of any of the issues listed above.

Learning Objective # 2: Reasoned Decision-Making

Advanced

- Understands the value of data in making reasoned decisions.
- Can identify and analyze balance sheet effects of international transactions.
- Can develop alternative models to examine the impact of alternative production decisions.
- Understands the concept of opportunity cost in making alternative production and marketing decisions.
- Identifies the issues in outsourcing and effectively weighs alternatives.
- Identifies and develops SWOT.
- Questions validity of data.

Proficient
Shows a more superficial grasp of the analytics of the issues. Does not develop alternatives or understand fully the value of data. Does not understand how data can be acquired. Understands SWOT, but cannot clearly delineate what is needed for the analysis.

Beginning
Cannot present coherent arguments. Does not understand alternatives. Cannot develop a model for analysis. Shows no grasp of SWOT.

Learning Objective # 3: Communication Capabilities

Advanced

- Makes clear arguments.
- Develops thoughts rather than simply listing ideas.
- Connects main threads of discussion.
- Uses generally acceptable vocabulary, grammar and punctuation.
- Uses terms commonly used in business writing.

Proficient

- Arguments are listed rather than developed.
- Discussion is not clearly developed and jumps from one thought to another.
- Uses generally acceptable vocabulary, grammar and punctuation.
- Uses terms commonly used in business writing.

Beginning

- Uses incomplete sentences and incorrect grammar and punctuation.
- Does not respond to the issues.
- Repeats thoughts rather than developing them.

Learning Objective # 4: Understanding How Companies Make a Profit

Advanced

- Understands how different business functions create value.
- Understands the concepts of productivity, wage and benefits and managerial skills in creating profit.
- Understands that outcomes are never guaranteed.
- Recognizes risks in both global and domestic production, marketing and outsourcing.
- Understands the concept of outsourcing and how this may contribute value.
- Understands the political and economic risks of outsourcing.

Proficient

Understands the concept of integrated business processes and the concept of profit. Does not consider many of the aspects that are necessary for a correct depiction of the issues. Considers static rather than dynamic political, economic and managerial environment.

Beginning

Does not understand how a business creates value. Does not understand the concept of profit. Cannot explain the information that a firm would need to make reasoned choices.

Learning Objective # 5: Market Focus

Advanced

- Identifies and analyzes international marketing issues.
- Identifies market forces, both existing and potential that will affect the organization.
- Understands the need to build good working relations with clients (doctors, patients).
- Understands the importance of ongoing customer-seller relationships.

Proficient

Understands some of the competitive forces. Does not consider potential threats. Has no specificity in marketing. Has little concept of brand name. Does not grasp importance of cultural and ethics differences between countries. Does not show a clear understanding market potential and how a market can be developed.

Beginning

Does not understand the nature of interpersonal or economic forces. Does not understand the importance of customer-seller relations.

California State University East Bay MBA Rubrics
Retrieved January 3, 2007 from
http://www.csuhayward.edu/ira/wasc/slo/SLO%20Bus%20Admin%20MBA.doc

Leadership Rubric (0 – 17: Does not meet standard. 18 or above: Meets standard)

	1: Beginner	2: Novice	3: Proficient	4: Advanced	Score
Confidence	Gives an impression of reluctance or uncertainty about exercising leadership	Shows occasional signs of insecurity about leading, or is overly confident about own leadership skills	Looks comfortable and confident in exercising leadership duties	Looks comfortable and confident in exercising leadership duties	
Balance between task and interpersonal relations	Focuses exclusively on the task to be accomplished without regard to the people or focuses exclusively on the interpersonal relations and attitudes of people in the group without regard to the task	Gives too much attention to the task or to interpersonal relations in the group	Balances the need for task accomplishment with the needs of individuals in the group; Assigns tasks by seeking volunteers, delegating as needed; Shares information openly	Balances the need for task accomplishment with the needs of individuals in the group; Assigns tasks by seeking volunteers, delegating as needed; Shares information openly; Involves the group in setting challenging goals and planning for their accomplishment	
Ability to listen	Asks for ideas or suggestions without intending to consider them	Asks for ideas and suggestions but neglects to consider them	Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas; Checks for agreement, acceptance, buy-in	Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas; Checks for agreement, acceptance, buy-in	
Neutral	May show favoritism to one or more group members		Shows respect to all group members; Gives recognition and encouragement	Shows respect to all group members; Gives recognition and encouragement; Engages all group members;	

(continues on next page)

(continued from page 10)

	1: Beginner	2: Novice	3: Proficient	4: Advanced	Score
Stays on track	Takes the group off track	Lets the group ramble or stray off track too much, or keeps the group so rigidly on track that relevant issues or concerns are ignored.		Keeps the group on track by managing time, providing coaching or guidance, using humor, or resolving differences, as needed; Intervenes when tasks are not moving toward goals	
Agenda		Has an agenda and goals for the group	Circulates a prepared agenda in advance	Circulates a prepared agenda in advance	
				Total Points:	

Teamwork Rubric(0 – 14: Does not meet standard. 15 or above: Meets standard)

	1: Beginner	2: Novice	3: Proficient	4: Advanced	Score
Preparation	Little or no advance preparation for team meeting	Moderately prepared in advance for team meetings	Well prepared in advance for team meetings	Well prepared in advance for team meetings	
Leadership	Lets others set and pursue the agenda	Takes some part in setting group goals and agendas	Takes a large part in setting group goals and agendas	Takes a large part in setting group goals and agendas	
Participation	Observes passively and says little or nothing	Participates in discussions, letting others provide the direction	Actively participates in discussion and asks questions	Actively participates in discussion and asks questions	
Understand-ing of issues	Responds to questions	Occasionally introduces the information or asks questions	Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas	Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas	
Level of Interest	Gives the impression of wanting to be somewhere else: Attendance record is haphazard and inconsistent; may be absent or late without notice	If likely to be absent or late, informs others ahead of time and arranges to cover own responsibilities	Volunteers willingly and carries own share of the group's responsibilities	Volunteers willingly and carries own share of the group's responsibilities	
				Total Points	

Problem-Solving Rubric (0 – 11: Does not meet standard. 12 or above: Meets standard)

	1: Beginner	2: Novice	3: Proficient	4: Advanced	Score
Problem Identification	Does not clearly identify the problem; Identifies an inappropriate problem or represents the issue inaccurately	Rudimentary problem identification; Identifies main problem but does omits relevant issues; Does not identify the relationship between different aspects or issues within the problem.	Clearly identifies main problem and includes some of the subsidiary issues; Some discussion or relationships between subsidiary issues	Clearly identifies the main problem and subsidiary, embedded or implicit aspects of the problem; Clearly addresses the relationship among subsidiary issues; Identifies not only the basics of the issue but also recognizes subtle nuances of the issue	
Interpretation	Fails to question data; Ignores bias; Misses major content areas; Detects no inconsistencies; Chooses biased sources.	Identifies some questions; Notes some bias; Recognizes basic content; States some inconsistencies; Selects sources adequately.	Asks insightful questions; Detects bias; Categorizes content; Identifies inconsistencies; Recognizes context.	Analyzes insightful questions; Refutes bias; Critics content; Examines inconsistencies; Values information	
Analysis & Evaluation	Fails to draw conclusions; Sees no arguments; Overlooks differences; Repeats data; Omits research	Identifies some conclusions; Sees some arguments; Identifies some differences; Paraphrases data; Assumes information valid.	Formulates conclusions; Recognizes arguments; Notices differences; Evaluates data; Seeks out information	Examines conclusions; Uses reasonable judgment; Discriminates rationally; Synthesizes data; Vies information critically	
Presentation	Omits argument; Misrepresents issues; Excludes data; Draws faulty conclusions; Shows intellectual dishonesty	Misconstructs arguments; Generalizes issues; Cites sources; Presents few options; Overlooks some information	Argues clearly; Identifies issues; Attributes sources Suggests solutions; Incorporates information.	Argues succinctly; Discusses issues thoroughly; Shows intellectual honesty; Justifies decisions; Assimilates information.	
				Total Points:	

Global Perspective Rubric (0 – 8: Does not meet standard. 9 or above: Meets standard)

	1: Beginner	2: Novice	3: Proficient	4: Advanced	Score
Identification of Global Factors	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	
Analysis of Global Factors	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	
Application of Analysis to Management Situation	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	
				Total Points:	

Written Communication Rubric (0 – 17: Does not meet standard. 18 or above: Meets standard)

	1: Beginner	2: Novice	3: Proficient	4: Advanced	Score
Purpose Statement	Ill defined or no thesis or statement of purpose	Vague or inconsistent statement of purpose	Expresses a clear, coherent thesis statement	Creative, insightful and/or skillfully designed thesis statement	
Sense of Audience	Unfocused or absent sense of audience	Inconsistent sense of audience; Uses language inappropriate to target audience	Conveys an accurate sense of audience with appropriate use of disciplinary language	Strong sense of audience demonstrated through form and language	
Organization and development	Inadequate organization and/or development	Some organization evident, but inconsistent	Connects ideas within document and to other sources and ideas; Points are logically developed and flow logically from one idea to the next	Effective organization contributes to full development of written presentation	
Support for ideas	Inappropriate or insufficient details to support thesis	Includes some, but not adequate support for arguments	Advances argument with sound evidence and references	Expertly advances argument with well-researched evidence and documentation	
Understand-ing of Topic	Demonstrates little or no understanding of topic	Demonstrates some understanding of topic; Does not make connections among ideas	Moves beyond surface understanding; Demonstrates facility with topical and disciplinary knowledge	Demonstrates disciplinary understanding and interconnections; makes links that suggest discovery of new information or new ways of relaying information	
Use of Grammar	Multiple errors in grammar, sentence structure or spelling	Occasional errors in grammar, sentence structure or spelling	Uses correct grammar, sentence structure and spelling throughout document	Readability enhanced by facility in language use, range of diction and syntactic variety	
				Total Points:	

Oral Presentation Rubric (0 – 17: Does not meet standard. 18 or above: Meets standard)

	1: Beginner	2: Novice	3: Proficient	4: Advanced	Score
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
				Total Points:	

SUNY at New Paltz School of Business
Academic Presentation Skills Rubric
Retrieved January 3, 2007 from
http://www.newpaltz.edu/schoolofbusiness/acad_presentationskills.html

Objectives	**Below Expectations**	**Average**	**Exemplary Performance**
Organization	No logical sequence of information	Difficult to follow because presentation jumps around	Information is presented in a logical sequence
Content	Does not meet assignment requirements	Fulfills assignment, uses appropriate sources and reasonable analysis	Thorough, strong analysis.
Subject Knowledge	Student doesn't have grasp of information	Student is somewhat comfortable with the information	Student demonstrates full knowledge
Ability to answer questions	Cannot address basic questions	Can address most questions	Can address all questions with relevant, correct information.
Quality of slides	Sloppy and/or unprofessional. Inappropriate level of detail (too wordy or too vague); font size too small for readability.	Readable and professional. Appropriate level of detail that emphasizes main points.	Readable, professional, imaginative and/or high quality.
Voice quality and pace	Demonstrates one or more of the following: mumbling, hard to understand English, too soft, too loud, too fast, too slow or "umms"	Easy to understand, appropriate pace and volume. Delivery is mostly clear and natural	Excellent delivery. Conversational, modulates voice well, projects enthusiasm, interest and confidence.
Mannerisms	Demonstrates one or more distracting mannerisms, which may include bad posture, shifting feet, etc.	No distracting mannerisms. Decent posture.	Uses body language effectively (and naturally) to maintain audience's interest.
Eye Contact	Relies heavily on slides or notes. Makes little eye contact with audience, may look primarily at slides	Looks at slides to keep on track with presentation, but maintains eye contact with audience most of the time	Slides are used effortlessly to enhance speech. Speech could be effectively delivered without them. Perfect eye contact.
Attire	Does not meet minimum requirement for business dress.	Attire is neat, meets minimum standards for a business presentation	Dresses as if already a working professional (quality, style, grooming).

Walton College Business Plan Rubric

Retrieved January 3, 2007 from
http://webquest.waltoncollege.uark.edu/Heather/BusinessPlanRubric.doc

Business Name: _____

Team Members: _____

_____

_____

CATEGORY	4	3	2	1	Score
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well constructed.	The information is disorganized.	
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.	
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.	
Internet Use	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.	
Mechanics	No grammatical, spelling or punctuation errors.	1-3 grammatical, spelling or punctuation errors	4-6 grammatical spelling, or punctuation errors.	7 or more grammatical, spelling, or punctuation errors.	
Product Idea	Idea is realistic, well planned, and each part of the business plan fully developed.	Idea is realistic, mostly well planned, and 1-2 sections of the business plan are NOT fully developed.	Idea is somewhat realistic, partially well planned, and 3-4 sections of the business plan are NOT fully developed.	Idea is not realistic, is not well planned, and each part of the business plan is NOT developed.	
Sources	All sources (information and graphics) are accurately documented.	All sources (information and graphics) are documented, but has a 1-2 errors.	All sources (information and graphics) are documented.	One or more sources are not accurately documented.	