

Critical Thinking Rubric

Goal: Students will be critical thinkers Objective: Students will solve business problems

Enter Semester Here		Score Value			
Enter Course & Location Here		1=Does NOT Meet Expectations	2=Does NOT Meet Expectations	3=Meets Expectations of 75%	4=Exceeds Expectations
1	Thoroughly defines problem or issue.	No mention of the issue, hardly any effort compared to a 2	Very narrow scope - barely adds to what the prompt mentioned	More broadly mentioned	Exceptional/perfect compared to a 3
2	Identifies interdisciplinary issues.	No mention of the issue, hardly any effort compared to a 2	Hints at only one or two interdisciplinary things (cost, labor force, management, ...)	Provides insight into two or more interdisciplinary things (cost, labor force, management, ...)	Exceptional/perfect compared to a 3
3	Gathers relevant information from credible sources.	Two or less citations from questionable sources (e.g. non-authorative websites)	More than two sources, however, some may be questionable (e.g. non-authorative websites)	Several sources appear to be from journals, business magazines, newspapers	Exceptional/perfect compared to a 3
4	Is aware of bias and fallacious reasoning.	No mention of it, hardly any effort compared to a 2	Hints at possible flawed reasoning by companies or self	Describes the flaws with reasoning	Exceptional/perfect compared to a 3
5	Thoroughly analyzes information using appropriate tools and methods.	No analysis, Hardly any effort compared to a 2	Basic presentation and analysis of evidence	Sufficient presentation and analysis of evidence	Exceptional/perfect compared to a 3
6	Considers and evaluates multiple alternatives and their consequences.	Hardly any effort compared to a 2	Evaluates only one side but included at least one supporting statement	Evaluates more than one side and included some depth (two or more supporting statements)	Exceptional/perfect compared to a 3
7	Draws well-reasoned conclusions.	Hardly any effort compared to a 2	Provides basic support for conclusions	Provides strong, logical support for conclusions	Exceptional/perfect compared to a 3

Updated Fall 2020

Oral Communication Rubric

Goal: Students will be effective Communicators

Objective: Students will prepare a professional Oral Presentation

Enter Semester Here		Score Value			
Enter Course & Location Here		1=Does NOT Meet Expectations	2=Does NOT Meet Expectations	3=Meets Expectations of 75%	4=Exceeds Expectations
Organization					
1	Develops an introduction appropriate for purpose, subject, setting, and audience.	No attempt	Minimal	Moderate	Exceptional/perfect compared to a 2
2	Develops a body appropriate for purpose, subject, setting, and audience.	No attempt	Minimal	Moderate	Exceptional/perfect compared to a 2
3	Develops a conclusion appropriate for purpose, subject, setting, and audience.	No attempt	Minimal	Moderate	Exceptional/perfect compared to a 2
Delivery					
4	Demonstrates an appropriate poise and appearance	No attempt	Minimal	Moderate	Exceptional/perfect compared to a 2
5	Demonstrates an appropriate body language.	No attempt	Minimal	Moderate	Exceptional/perfect compared to a 2
6	Demonstrates an appropriate eye contact.	No attempt	Minimal	Moderate	Exceptional/perfect compared to a 2
7	Demonstrates an appropriate voice quality.	Hardly any effort compared to a 1	Minimal	Moderate	Exceptional/perfect compared to a 2
8	Demonstrates an appropriate pace.	Irregular pacing	Minimal	Moderate	Exceptional/perfect compared to a 2
9	Demonstrates an appropriate and engaging vocabulary.	Limited vocabulary with some mispronunciations	Minimal	Moderate	Exceptional/perfect compared to a 2
10	Demonstrates an appropriate length.	Considerably more or less than 3 minutes	Do not use	Do not use	Within a 15 to 20 seconds + or - 3 minutes
Visual aids					
11	Visual aids add to the delivery of message.	None	Minimal	Adequate	Exceptional/perfect compared to a 2
12	Visual aids are clear and appropriate.	None	Minimal	Adequate	Exceptional/perfect compared to a 2
13	Visual aids demonstrate an appropriate and professional tone.	None	Minimal	Adequate	Exceptional/perfect compared to a 2
14	Visual aids contain correct punctuation, grammar, and spelling.	None or with multiple errors	only one or two errors	less than two errors	Exceptional/perfect compared to a 2
15	Visual aids demonstrate an appropriate and engaging vocabulary.	None	Minimal	Adequate	Exceptional/perfect compared to a 2

Written Communication

Goal: Students will be effective Communicators

Objective: Students will prepare a professional written document.

Enter Semester Here		Score Value			
Enter Course & Location Here		1=Does NOT Meet Expectations	2=Does NOT Meet Expectations	3=Meets Expectations of 75%	4=Exceeds Expectations
Mechanics					
1	Applies appropriate punctuation, grammar, and spelling.	Many errors compared to a 2	It has a couple fragment, run-ons, or multiple comma issues/typos/noun-verb agreement issues.	It is free of fragments and run-ons. There may be just a few typos, comma issues, noun-verb agreement issues.	Exceptional/perfect compared to a 3
2	Demonstrates correct and appropriate word choice, usage, and syntax.	Many errors compared to a 1	I rate this the same as above.	I rate this the same as above.	Exceptional/perfect compared to a 2
Analysis and Content					
3	Identifies relevant issues.	Hardly any effort compared to a 1	I rate this the same as "Draws well reasoned conclusions."	I rate this the same as "Draws well reasoned conclusions."	Exceptional/perfect compared to a 2
4	Uses appropriate depth of analysis and organization.	Hardly any effort compared to a 1	This is similar to "Considers and evaluates multiple alternatives and their consequences."	This is similar to "Considers and evaluates multiple alternatives and their consequences."	Exceptional/perfect compared to a 2
References					
5	Establishes credibility of content and/or self. Applies appropriate citations for sources.	Hardly any effort compared to a 1	This is similar to "Gathers relevant information from credible sources." I recommend being more specific here and looking at in-text citations.	This is similar to "Gathers relevant information from credible sources." I recommend being more specific here and looking at in-text citations.	Exceptional/perfect compared to a 2
Professionalism					
6	Provides a professional and content appropriate document format that applies an appropriate style and structure in writing. Provides a clean and effective document.	Hardly any effort compared to a 2	Contains at least 2 of the following - Title page, page numbers starting on page 2, references page with hanging indent, proper intext citation and reference formatting	Contains at least 3 of the following - Title page, page numbers starting on page 2, references page with hanging indent, proper intext citation and reference formatting	Contains at least 4 of the following - Title page, page numbers starting on page 2, references page with hanging indent, proper intext citation and reference formatting
7	Applies appropriate and professional tone (no sarcasm, anger, or inappropriate humor).	Contains much inappropriate language and tone	Contains some language and tone that may be viewed as non-professional	It has no sarcasm, anger, or inappropriate humor	It represents exemplary professional communication

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Ethics Rubric

Goal: Students will be ethical decision makers

Objective: Students will analyze ethical dilemmas to make decisions

<i>Enter Semester Here</i>	Meets Expectations		
<i>Enter Course & Location Here</i>	<i>No = 0</i>	<i>Yes = 1</i>	<i>Exceeds = 2</i>
1 Understands ethical theories.	Lacks adequate understanding of ethical theories.	Demonstrates understanding of most ethical theories.	Demonstrates full understanding of appropriate ethical theories.
2 Knows ethical decision-making frameworks.	Insufficiently knows and applies ethical decision-making frameworks.	Sufficiently knows and applies ethical decision-making frameworks.	Clearly knows and applies ethical decision-making frameworks.

Ethical Decision-Making Frameworks

3 Recognizes ethical dilemmas (frame the issue).	Has problems identifying situations wherein ethical dilemmas will arise.	Identifies most situations wherein ethical dilemmas will arise.	Identifies all situations wherein ethical dilemmas will arise.
4 Identifies stakeholders and predicts consequences to stakeholders.	Does not identify most stakeholders and the consequences of decisions for those stakeholders.	Identifies most stakeholders and the consequences of decisions for those stakeholders.	Identifies major stakeholders and the consequences of decisions for those stakeholders.
5 Evaluates alternative courses of action (ethical theories, legal, professional standards, stakeholders).	Fails to identify and evaluate adequate courses of actions.	Identifies alternative courses of actions and evaluates alternative courses of action.	Identifies appropriate courses of actions and thoroughly evaluates alternative courses of action.
6 Selects an ethical course of action.	Given the preceding analyses, selects an inappropriate course of action.	Given the preceding analyses, selects an adequate course of action.	Given the preceding analyses, selects the most appropriate course of action.
7 Knows discipline specific codes of conduct.	Does not identify or examine most aspects of the discipline specific codes of conduct.	Clearly identifies most aspects of the discipline specific codes of conduct.	Clearly identifies major aspects of the discipline specific codes of conduct.

Global Rubric

Goal : Students will be globally aware **Objective :** Students will apply a global perspective to make business decisions

<i>Enter Semester Here</i>		Meets Expectations		
<i>Enter Course & Location Here</i>		No = 0	Yes = 1	Exceeds = 2
1	The reasons why firms conduct business abroad.	Understands less than 60% of the reasons why firm conduct business abroad.	Understands 60% - 89% of the reasons why firms conduct business abroad.	Understands 90% or more of the reasons why firms conduct business abroad.
2	The advantages and disadvantages of the different methods to enter foreign markets.	Identifies less than 60% of the advantages and disadvantages of the different methods to enter foreign markets.	Identifies 60% - 89% of the advantages and disadvantages of the different methods to enter foreign markets.	Identifies 90% or more of the advantages and disadvantages of the different methods to enter foreign markets.
3	The costs and benefits of international trade.	Demonstrates understanding of less than 60% of the costs and benefits of international trade.	Demonstrates understanding of 60% - 89% of the costs and benefits of international trade.	Demonstrates understanding of 90% or more of the costs and benefits of international trade.
4	Political risk inherent in international business.	Understands less than 60% of the aspects of political risk inherent in international business.	Understands 60% - 89% of the aspects of political risk inherent in international business.	Understands 90% or more of the aspects of political risk inherent in international business.
5	Foreign currency exchange and terminology.	Understands and be able to use less than 60% of the foreign currency exchange and terminology.	Understands and be able to use 60% - 89% of foreign currency exchange and terminology.	Understands and is able to use 90% or more of foreign currency exchange and terminology.
6	Differences in laws and regulations across countries	Able to identify less than 60% of the differences in laws and regulation across countries.	Able to identify 60% - 89% of the differences in laws and regulation across countries.	Able to identify 90% or more of the differences in laws and regulation across countries.
7	The cultural differences shaping the international businesses environment.	Understands and is able to identify less than 60% of the cultural differences shaping the international businesses environment.	Understands and is able to identify 60% - 89% of the cultural differences shaping the international businesses environment.	Understands and is able to identify 90% or more of the cultural differences shaping the international businesses environment.
8	The roles of international organizations and trade agreements	Demonstrates understanding of less than 60% of the different roles of international organizations and trade agreements.	Demonstrates understanding of 60% - 89% of the different roles of international organizations and trade agreements.	Demonstrates understanding of 90% or more of the different roles of international organizations and trade agreements.

Technology Rubric

Goal: Students will be technologically competent

Objective: Students will use technology to solve business problems

<i>Enter Semester Here</i>		Meets Expectations	
<i>Enter Course & Location Here</i>		<i>No = 0</i>	<i>Yes = 1</i>
Computer Literacy			
1	Demonstrates the ability to correctly identify and use standard computer hardware.	Uses computer/internet terminology incorrectly or inconsistently.	Uses appropriate computer/internet terminology.
2	Demonstrates the ability to effectively use the internet or electronic sources of information.	Demonstrates a severely limited ability to navigate the internet for information or is unable to complete assignments utilizing appropriate technology after instruction has been provided.	Demonstrates an ability to navigate the internet to find information but the breadth of search is limited or information is weakly related to task.
3	Demonstrates the ability to effectively communicate online using email or other appropriate online tools.	Does not uses email or other electronic course tools or may do so sporadically.	Uses email or other electronic tools such as blackboard to communicate with the professor and others but may have minor issues that interfere with communication or does not submit appropriate attachments (e.g. inappropriate file types, incomplete or deficient documents).
Document Creation and Processing			
4	Demonstrates the ability to create professional documents.	Presents a document that is an inappropriate file type, contains multiple spelling and grammar errors, is presented in a format that severely impacts communication, or fails to accomplish the assigned task.	Presents a document in an appropriate format and file type that is generally free from spelling and grammar errors.
5	Appropriately utilizes embedded objects as needed.	Presents a document that fails to utilizes embedded objects or may have significant formatting issues that hinder communication.	Presents a document that utilizes embedded objects to accomplished assigned task but may have minor issues with format or placement that hinders communication.
Software Utilization			
6	Demonstrates an ability to navigate and utilize features of software.	Fails to demonstrates the ability to use appropriate software features or may use features incorrectly.	Demonstrates the ability to use appropriate software features but may rely on basic/manual processes or utilizes features incorrectly.