

College of Business
Written Communication Rubric

Goal: MKT

| Criteria | Levels | | |
|-------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Unacceptable | Acceptable | Exemplary |
| Professional Appearance and Document Format (e.g. Appropriate binding, Headers/subheadings, margins, table of contents, etc.) | Not formatted to specifications Lacking professional appearance. | Formatting is generally correct, acceptable professional appearance. | Assigned format followed explicitly: Exceptional professional appearance |
| Visual Presentation Elements (e.g. Charts, graph, exhibits, figures, etc.) | Very few or none: Not well connected or integrated to support the document | Some used in a generally effective manner to support the document | Appropriately used to effectively illustrate and support the document |
| Grammar and Readability (e.g. writing mechanics/conventions) | Frequent grammatical errors and misspellings inhibit readability Informal language, abbreviations and slang are used | Few grammatical errors and misspellings (e.g. three or fewer per page) Correct verb tense used Paragraphs flow from one to another Active voice pervasive | Free of grammatical errors and misspellings Effective verb tense used Uses phrases and construction that delight as well as inform the reader Primarily active voice |
| Breadth of Discussion | Omits arguments or perspectives Misses major content areas/concepts Presents few options | Covers the breadth of the topic without being superfluous | Considers multiple perspectives Thoroughly delves into the issues/questions Thoroughly discusses facts relevant to the issues |
| Depth of Discussion | Ignores bias Omits arguments Misrepresents issues Excludes data Includes but does not detect inconsistencies of information Ideas contain unnecessary gaps, repetition or extraneous details Sees no arguments and overlooks differences | Detects bias Recognizes arguments Categorizes content Paraphrase data Sufficient detail to support conclusions and/or recommendations | Analysis includes insightful questions Refutes bias Discusses issues thoroughly Critiques content Values information Examines inconsistencies Offers extensive detail to support conclusions and recommendations Suggests solutions or implementation |

| Criteria | Levels | | |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Unacceptable | Acceptable | Exemplary |
| Clarity | Writing is not clear. It is difficult to understand points being made. The writing lacks transitions, and few examples and/or illustrations are provided to support explanation or recommendations. | Writing is generally well organized and understood. Transitions are used to facilitate clarity. Some examples and/illustrations are used to support explanation or recommendations. | Writing is succinct, precise, effectively organized and without ambiguity. Transitions, explanation and elaboration are extensive to elucidate points. Detailed illustrations and/or examples are used to support explanation or recommendations. |
| Relevance | Critical issues/questions are omitted or ignored in the writing. | Most of the critical issues/questions are addressed in the writing. | All critical issues/questions are addressed completely in the writing. |
| Internal Consistency | There is little integration across the sections of the paper. Several inconsistencies or contradictions exist. Few of the issues, recommendations and explanations make sense and are well integrated. | Sections of the paper are generally well linked/connected. Only minor contradictions exist. Most of the issues, recommendations and explanations make sense and are well integrated. | All sections of the paper are linked. There are no contradictions in the writing. All issues, recommendations and explanations make sense and are well integrated. |
| Conclusion | Fail to draw conclusions or conclusions rely on author's authority rather than strength of presentation Draws faulty conclusions Shows intellectual dishonesty | Formulates clear conclusions with adequate support | Assimilates and critically reviews information, uses reasonable judgment, and provides balanced, well justified conclusions |
| References and Support of Discussion | Omits research Reliance on direct quotes rather than integrating concepts into body of text Include biased sources Incomplete or missing bibliography | Adequate number of current sources References generally cited correctly | Shows intellectual honesty Attributes sources completely and properly Wide range of current and relevant sources used |

College of Business
Oral Communication Rubric

Goal: MKT

| Criteria | Levels | | |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Unacceptable | Acceptable | Exemplary |
| Organization | Audience cannot understand or has trouble following presentation because student jumps around and/or there is no sequence of information. | Student presents information in logical sequence which audience can follow. | Student presents information in logical, interesting sequence which audience can follow. There is a definite "flow" of the presentation from one topic to the next. |
| Subject Knowledge | Student does not have grasp of information or is uncomfortable with information. Student can only answer rudimentary questions about the subject. | Student is at ease with the information and can answer expected questions but does not elaborate or go beyond a surface-level of knowledge. | Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration. |
| Graphics | Student uses superfluous graphics, no graphics, or graphics/visual aids that rarely support text and presentation. The graphics or visual aids are not clear or easily interpretable. | Student's graphics or visual aids relate to the text and presentation. | Student's graphics/visual aids explain and reinforce screen text and presentation, are creative, and help to distinguish the student's presentation from other presentations. |
| Mechanics | Student's presentation has two or more spelling errors and/or grammatical errors. | Presentation has no more than one misspelling and/or grammatical error. | Presentation has no misspellings or grammatical errors. Sentences or phrases are clear and concise. |
| Eye Contact | Student reads all or majority of report; presentation is highly "canned" and rigid; minimal or no eye contact throughout presentation | Student speaks and presents without reading, although may refer to notes or presentation materials occasionally; delivery exhibits some extemporaneous characteristics; eye contact is maintained and managed with total audience the majority of the presentation time. | Student speaks with little or no reference to notes or presentation materials; presentation appears very relaxed and non-scripted; eye contact is maintained and managed with total audience throughout the presentation. |
| Elocution | The student's voice lacks inflection and does not project well; student often mumbles or stumbles over words; there is frequent interjection of "crutch" words or sounds such as "ums," "uhs," "like," "you know," "stuff," etc.; words are mispronounced or word choice is often poor or incorrect. | The student's voice is clear and audible to all audience members and exhibits at least moderate inflection; there is minimal but some use of "crutch" words or sounds such as "ums," "uhs," "like," "you know," "stuff," etc.; words are pronounced accurately and word choice is acceptable. | The student's voice is clear and audible to all audience members and exhibits a high degree of inflection and precision; word choice is appropriate for the audience, well-selected and interesting; words are pronounced correctly; use of "crutch" words or sounds such as "ums," "uhs," "like," "you know," "stuff," etc. is seldom or non-existent. |

College of Business
Team Skills Rubric

Goal: MKT

| Criteria | Levels | | |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Unacceptable | Acceptable | Exemplary |
| Attendance | Missed more than 20% of the team meetings and/or was often late to meetings. | Attended at least 80% of the team meetings and was rarely, if ever, late. | Attended at least 90% of the team meetings and was on-time. |
| Participation | Was mostly quiet in group meetings, or participated in an ill-informed or otherwise non constructive manner. | Came to meetings prepared and participated constructively in group discussions. | Took a leadership role, came to meetings prepared and participated actively and constructively in group discussions. |
| Effort | Ended up doing significantly less than his/her fair share of the work. | Showed willingness and necessary effort to do his/her fair share of the work. | Willingly accepted his/her fair share of the team's work and was appropriately proactive in taking on additional duties as needed. |
| Work Quality | Completed assigned tasks either so late and/or so lacking in quality that other group members had to do significant additional work. | Completed assigned tasks in a reasonably timely fashion and produced quality results that made meaningful contributions to the group's work. | Completed tasks on-time and produced exceptional quality results that made outstanding contributions to the group's work. |
| Interpersonal Behaviors | Exhibited a demeanor and interpersonal style that was intimidating, domineering, and/or non-supportive and, thus, detracted from the team's ability to work collaboratively. | Exhibited behaviors consistent with a collaborative group climate that fostered productive group outcomes including effective decision making and constructive disagreement. | Played a key role in creating a collaborative climate that fostered productive group outcomes including effective decision making and constructive disagreement. |

College of Business
Ethic Rubric

Goal: MKT

| Criteria | Levels | | |
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| | Unacceptable (1pt) | Acceptable (2pts) | Exemplary (3pts) |
| Students demonstrate an understanding of the responsibility of business in society. | Students unable to explain the role of business in society. Students understand monetary role (profit maximization) of business in society. | Students identify and understand : direct stakeholders when explaining the role of business (treatment of employees, optimal firm value) in society. and indirect stakeholders when explaining the role of business (corporate citizenship, Stakeholders' view) in society. | Students apply an understanding of direct and indirect stakeholders when examining the role and responsibility of business in society. |
| Students demonstrate an understanding of ethical decision making. | Students do not recognize an ethical situation exists. Students use at most a single framework for assessing and evaluating an ethical situation. | Students explore only two frameworks for assessing and evaluating an ethical situation. | Students explore more than two frameworks for assessing and evaluating an ethical situation. |
| Students demonstrate moral development in ethical decision making. | Students show pre-conventional level of moral development (deferring to authority and satisfying their own needs). | Students show conventional level of moral development (stereotypical roles of people in society and how individual fits into social order). | Students show post-conventional level of moral development (morality based on "society as a whole" or "universal principles"). |
| Students demonstrate an understanding of the responsibilities of a leader's role as it relates to ethics. | Students unable to explain the role leaders in organization's ethical conduct. | Students recognize leaders play some role in the organization's ethical conduct. | Students recognize organization leaders' actions and polices determine the ethical tone of the organization. |
| Students demonstrate an understanding of the roles of various corporate governance entities and policies as they relate to ethics. | Students unable to identify components of effective corporate governance. | Students recognize the organization's (code of conduct and ethical culture) and external entities (government and professional organizations via laws and professional codes of conduct) role in creating effective corporate governance. | Students apply appropriate organization and external entity roles (code of conduct, professional codes of conduct, laws and professional codes of conduct) when evaluating corporate governance. |