

**Assignment Rubrics: Macro OB, MGMT 2384**

**Article Proposal**

<b>Article Proposal Rubric (5%)</b>	<b>Below Expectation (0.5 points)</b>	<b>Fair Effort (0.75 points)</b>	<b>Above Expectations (1 point)</b>
<b>Proposal:</b> The quality of the summary of the article	Limited quality. Unclear summary.	Somewhat clear and accurate summary.	Very clear and accurate summary.
<b>Relevance:</b> The article selection is appropriate.	The article is not a peer-reviewed academic article, or otherwise inappropriate.	The article is a peer-reviewed, academic article, but is out of date, or not an ideal choice.	The article is an excellent selection – peer-reviewed, academic and timely.
<b>Mechanics:</b> All formatting requirements are met per the course outline.	Errors in APA formatting or citations. Errors in typographical formatting (margins, fonts etc.)	Meets most of the formatting requirements. Some citations missing or incorrect.	Formatting is as expected and appropriate.
<b>Writing:</b> The extent to which the assignment is well written.	A significant number of errors in grammar and/or spelling. Poorly structured or awkwardly structured writing.	A few noted errors. Average structure. Adequately clear and understandable.	High quality writing. No errors.
<b>Rationale:</b> Is the article tied well to the theories and concepts raised in the course.	Little or no evidence of the relevance of the article to the theories explored in the course.	Some evidence of the relevance of the article to the theories explored in the course.	Significant evidence and strong linkages to theories raised in the course.

**1 point = 1%**

## Learning Journal

<b>Learning Journal Rubric (5%)</b>	<b>Below Expectation (0.5 points)</b>	<b>Fair Effort (0.75 points)</b>	<b>Above Expectations (1 point)</b>
<b>Reflection:</b> The quality of the reflection.	Limited quality. No personalization of learning demonstrated.	The reflection mainly takes the form of description.	Strong evidence of personalization and synthesis of ideas with theory.
<b>Critical Thinking:</b> Demonstration of higher order (analyze, evaluate, create), critical thinking (rational, sceptical).	Little or no evidence of higher order, critical thinking is demonstrated.	Some evidence of higher order, critical thinking is demonstrated. Missing essential components.	Significant evidence of critical and higher order thinking is demonstrated.
<b>Mechanics:</b> All formatting requirements are met per the course outline.	Errors in APA formatting or citations. Errors in typographical formatting (margins, fonts etc.)	Meets most of the formatting requirements. Some citations missing or incorrect.	Formatting is as expected and appropriate.
<b>Writing:</b> The extent to which the assignment is well written.	A significant number of errors in grammar and/or spelling. Poorly structured or awkwardly structured writing.	A few noted errors. Average structure. Adequately clear and understandable.	High quality writing. No errors.
<b>Theory:</b> Academic ability demonstrated by the application of theory and concepts raised in the course.	Theory and concepts are not used or used in a limited way which does not demonstrate comprehension.	Theory and concepts are referenced, and some understanding is demonstrated.	Significant use of theory and concepts and a strong understanding is demonstrated.

**1 point = 1%**

### Article Critique

<b>Article Critique Rubric (15%)</b>	<b>Below Expectation (1 points)</b>	<b>Fair Effort (2 points)</b>	<b>Above Expectations (3 point)</b>
<b>Summary:</b> The key points of the article are summarized.	Limited quality. Unclear summary.	Somewhat clear and accurate summary.	Very clear and accurate summary.
<b>Content:</b> The assignment covers all headings outlined.	The assignment does not include all headings required, or is missing major components.	The assignment includes most headings, or, the assignment includes all headings, but not in sufficient detail.	The assignment includes all headings with sufficient detail provided under each.
<b>Mechanics:</b> All formatting requirements are met per the course outline.	Errors in APA formatting or citations. Errors in typographical formatting (margins, fonts etc.)	Meets most of the formatting requirements. Some citations missing or incorrect.	Formatting is as expected and appropriate.
<b>Writing:</b> The extent to which the assignment is well written.	A significant number of errors in grammar and/or spelling. Poorly structured or awkwardly structured writing.	A few noted errors. Average structure. Adequately clear and understandable.	High quality writing. No errors.
<b>Theory:</b> Academic ability demonstrated by the application of theory and concepts raised in the course.	Theory and concepts are not used or used in a limited way which does not demonstrate comprehension.	Theory and concepts are referenced, and some understanding is demonstrated.	Significant use of theory and concepts and a strong understanding is demonstrated.

**1 point = 1%**

**Student Engagement: Self Evaluation**

<b>Engagement Rubric (5%)</b>	<b>Preparation (outside of class)</b>	<b>Participation (inside of class)</b>	<b>Points</b>
I am fully engaged	I complete all readings and do extra research	I attend class and speak daily	5 Points
I am adequately engaged	I complete all readings ahead of class	I attend class regularly and speak regularly	4 Points
I am occasionally engaged	I complete most readings ahead of class	I attend the majority of classes and speak occasionally	3 Points
I am routinely disengaged	I sometimes complete the readings	My attendance and participation is inconsistent	2 Points
I am disengaged	I rarely complete the readings	I am an unreliable participant	1 Points

**1 point = 1%**

NAME:	
STUDENT NUMBER:	
MY SCORE (OUT OF 5):	

## Group Presentation

	<b>Presentation Marking Rubric (Group) 10%</b>				
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Mark</b>
<b>Visual Appeal</b>	No errors in spelling, grammar and punctuation. Information is clear and concise on each slide. Visually appealing/engaging.	No errors in spelling, grammar and punctuation. Too much information contained on some slides. Significant visual appeal.	Errors in spelling, grammar and punctuation. Too much information was contained on many slides. Minimal effort made to make slides appealing.	Errors in spelling, grammar and punctuation. The slides were difficult to read and too much information had been copied onto them. No visual appeal.	
<b>Comprehension</b>	Extensive knowledge of topic. Members showed complete understanding of assignment. Accurately answered all questions posed.	Most showed a good understanding of topic. All members able to answer most questions.	Few members showed good understanding of some parts of topic. Only some members accurately answered questions.	Presenters didn't understand topic. Majority of questions answered by only one member or majority of information incorrect.	
<b>Presentation Skills</b>	Regular/constant eye contact. All group members spoke. Appropriate volume and body language. The audience was engaged, and presenters held the audience's attention.	Steady eye contact. Majority of group members spoke. Appropriate volume and body language. The audience was engaged by the presentation.	Members focused on only part of audience. Sporadic eye contact. The audience was distracted. Not all speakers could be heard. Body language was distracting.	Presenters did not focus on audience. The audience was not engaged. Majority of presenters spoke too quickly or quietly making it difficult to understand. Disinterested body language.	
<b>Content</b>	The presentation was a concise summary of the topic with all questions answered. Comprehensive and complete coverage of information.	The presentation was a good summary of the topic. Most important information covered; little irrelevant info.	The presentation was informative, but several elements went unanswered. Much of the information irrelevant; or coverage of only some of the major points.	The presentation was a brief look at the topic, but many questions were left unanswered. Majority of information irrelevant and/or significant points left out.	
<b>Preparedness/ Participation/ Group Dynamics</b>	All presenters knew the information, participated equally, and helped each other as needed. Extremely prepared and rehearsed.	Slight domination of one presenter. Members helped each other. Very well prepared.	Significant controlling by some members with others minimally contributing. Primarily prepared but with some dependence on just reading off slides.	Unbalanced presentation. Multiple group members not participating. Evident lack of preparation/rehearsal. Dependence on slides.	
				<b>Total</b>	<b>/20</b>

**2 Points = 1%**