



C. T. Bauer College of Business—Example Rubrics

Program: BBA

Learning Goal: *Communication*

Method: The Business Writing Examination (BWE).

Scoring Rubric

4	The writing sample stands out as particularly effective or sophisticated with respect to the development and presentation of ideas, the control of language, or the quality of the appeal.
3	The writing sample demonstrates a solid ability to generate appropriate and detailed content, organize it in an effective manner, and present it using language and formatting which conform to the expectations of professional and academic communities.
2	The writing sample may be unbalanced or undeveloped. There is sufficient evidence of awareness of issues and concerns related to business writing, however, to indicate that with the practice provided by writing assignments in required courses the student should be able to develop competency in business communication.
1	The writing sample indicates that this person would benefit from individualized instruction designed to raise awareness of issues and concerns in business writing.

Checklist of Individual Traits

The following list will be used to provide diagnostic feedback for those samples that receive a “1” on the overall assessment.

Trait	Student should work to raise awareness of trait
Displays sense of audience (e.g., appropriateness of forms of address, appeals to reader, presumptions about background knowledge)	
Provides sufficient detail and development of proposal	
Uses paragraphs to segment message and provide focus	
Displays awareness of conventions associated with business memo (e.g., lack of salutations, initial statement of purpose, formatting to emphasize message)	
Uses clear sentences that avoid unnecessary words or overly complicated phrasings	
Adopts a professional tone (e.g., avoids conversational or colloquial vocabulary, succinct)	
Displays control of standard usage (e.g., articles, verb tenses, word endings, agreement, sentence structure)	
Displays command of mechanical conventions (e.g., appropriate use of sentence punctuation, apostrophes, capitalization, spelling)	



C. T. Bauer College of Business—Example Rubrics

Program: BBA

Learning Goal: *Critical Thinking*

Method: Evaluation of contributions to two online discussions (INTB 3351)

Scoring Rubric

<u>26-30 Points</u>
Awarded to students who demonstrate excellent understanding of the reading and contribute at least one or more exceptionally original, effective, and critical thoughts, ideas or questions to the discussion and respond directly and effectively to at least one other student's post
<u>22-25 Points</u>
Awarded to students who demonstrate good familiarity with the reading and contribute at least one original, effective, and critical thought, idea, or question to the discussion and respond directly, but not as effectively as possible, to at least one other student's post
<u>18-21 Points</u>
Awarded to students who demonstrate some familiarity with the reading and contribute one or more somewhat original, effective, and critical thought, idea, or question to the discussion, or respond directly, but not very effectively, to one other student's posts
<u>10-17 Points</u>
Awarded to students who demonstrate only little familiarity with the reading and who make only a small contribution to the discussion
<u>5-10 Points</u>
Awarded to students who did little more than log on to the discussion
<u>0 Points</u>
Awarded to students who fail to log on to the discussion
<u>Feedback Key</u>
28 - 30 = Exceeds expectations
23 < 28 = Meets expectations
< 23 = Does not meet expectations

C. T. Bauer College of Business—Example Rubrics

Program: MBA

Learning Goal: *Communication*

Method: Memo (MANA 6383) asking students to state their opinion as to whether or not the college should adopt a strategy of offering specialized MBA degrees by industry.

Scoring Rubric

	3	2	1
Scoring Traits	<u>Exceeds expectations</u>	<u>Meets expectations</u>	<u>Does not meet expectations</u>
Student controls conventions for syntax, spelling, and mechanics	Encodes complex ideas using minimum number of words in addition to not distracting reader with errors of grammar, spelling, or format	Does not distract reader with errors of grammar, spelling, or format	Distracts reader with errors of grammar, spelling, or format
Student uses vocabulary that is appropriate to the audience and form of communication	Uses wording that impresses the reader for its informativeness and appropriateness	Uses vocabulary that is generally precise and which conveys an appropriate tone for the audience	Uses vocabulary that is overly general or informal or which does not mean what the student apparently intended
Student organizes ideas and signals relationships between them to achieve clarity and coherence	Uses appropriate sequencing, implicit logical connections, and explicit transitional expressions to link the issue analysis, position, and argumentation in a clear and effective way	Foregrounds position with respect to issue, clearly identifies whether an argument supports position, and displays an organizational strategy	Appears disjointed, switches back and forth between opposing positions, or fails to make clear what position has been taken

C. T. Bauer College of Business—Example Rubrics

Program: MBA

Learning Goal: *Critical Thinking*

Method: Memo (MANA 6383) asking students to state their opinion as to whether or not the college should adopt a strategy of offering specialized MBA degrees by industry.

Scoring Rubric

	3	2	1
Scoring Traits	<u>Exceeds expectations</u>	<u>Meets expectations</u>	<u>Does not meet expectations</u>
Student analyzes issue and identifies at least two perspectives on issue	Identifies more than two perspectives on issue and includes supporting reasons for positions not taken	Identifies two positions on issue and provides analysis of why the position not adopted might be taken	Fails to identify issue or mention opposing positions
Student recommends a clear and appropriate course of action	Recommends a course of action that is novel or which surpasses 'for-or-against' solution	Clearly identifies a course of action with respect to issue	Identifies multiple positions (with or without supporting argumentation) but does not clearly recommend a course of action
Student develops recommendation with logical and substantiated argumentation	Support position with arguments that are detailed and convincing	Supports position with convincing arguments	Fails to support position adequately or includes irrelevant information

C. T. Bauer College of Business—Example Rubrics

Program: MPA

Learning Goal: *Capacity to identify and diagnose accounting problems (mechanics)*

Method: Case on final exam (ACCT 7330)

Scoring Rubric

	3	2	1
Scoring Traits	<u>Exceeds expectations</u>	<u>Meets expectations</u>	<u>Does not meet expectations</u>
Student identifies accounting issues raised in the case	Breaks the main issue down into relevant components	Identifies the key issue which was how to account for the purchase differential in a business combination	Student fails to identify the key issue. Instead discussed peripheral or extraneous topics.
Ability to identify relevant problems associated with the CFO's proposals	Introduced theoretical considerations beyond generally accepted accounting principles	Points out the complete inappropriateness of treating the purchase differential as a merger expense and pointed out that it might not be correct to consider the entire differential to be goodwill because some of the differential may be traceable to identifiable assets	Accepted either or both of the CFO's suggestions uncritically

C. T. Bauer College of Business—Example Rubrics

Program: MPA

Learning Goal: *Understanding of Accounting and Financial Concepts*

Method: Case on final exam (ACCT 7330)

Scoring Rubric

	3	2	1
Scoring traits	<u>Exceeds expectations</u>	<u>Meets expectations</u>	<u>Does not meet expectations</u>
Student addresses how the contracts, customer relations and customer lists should be accounted for, and discusses how this might be effected by the new exposure draft	Discussed the separability criteria presented in the exposure draft	Recognized that it would not be appropriate to include some of these items in good will, that instead some should be set up as identifiable intangible assets	Considered the contracts, customer lists etc. simply as part of goodwill, or did not address these issues
Addresses how recorded assets from the transaction should be evaluated in future years	A more detailed discussion about future treatment	Distinguished between impairment testing for goodwill and amortization or other treatment for identified intangible assets	After distinguishing between identifiable intangible assets and goodwill (q3), mentions only impairment testing, or were vague in general about how the assets should be treated in the future

C. T. Bauer College of Business—Example Rubrics

Program: MS-Finance

Learning Goal: *Capacity to engage in research on firms to evaluate if their investment and financial policies maximize firm value*

Method: Test questions on midterm and final exam (FINA 7330)

Scoring Rubric

	3	2	1
Scoring Traits	<u>Meets all expectations</u>	<u>Acceptable</u>	<u>Unacceptable</u>
Can evaluate alternative investment opportunities to determine their impact on stockholders' wealth	Understands and can quantify the value of strategic decision making when it comes to a firm's investment decision	Understands the concept of NPV and its impact on stockholders' wealth	Does not understand the relationship between the firms' investment decision and stockholders' wealth
Can evaluate alternative capital structure and dividend decisions to determine their impact on firm valuation	Can distinguish between alternative capital structure and dividend theories and understands the empirical evidence with respect to these theories	Can distinguish between the alternative capital structure theories	Does not understand how different capital structures affect firm value
Understands the role of recent financial innovations on financial management issues	Can analyze the value and risk of alternative financing instruments, and analyze how they are used in Financial Management	Understands the role of alternative financing instruments on the Firms decisions	Does not understand that financial instruments, regardless of how complex, should in an efficient market sell at a price which reflects the Present value of the Cash flows to the holders.