

Unit 5 DOING Activity - GRADING RUBRIC

Scoring Standard	Definition
Exceeds Expectations	Performance far exceeds all of the assignment or exam requirements
Fully Meets Expectations	Performance reflects satisfaction of all or nearly all of the assignment or exam requirements. There are often opportunities to improve in terms of fully satisfying assignment requirements or answers to exam questions by being more specific and thorough in terms of integrating course material or applying it to a case or situation.
Meets Most Expectations	Performance reflects adequate work for at least some of the assignment or exam requirements. Oftentimes, there are one or more parts of an assignment that are not fully addressed. There are often significant opportunities for improvement in terms of the specificity and depth of an answer and integration of course material.
Meets Some Expectations	Performance demonstrates significant deficiencies in satisfying one or more key assignment or exam requirements. There are often significant deficiencies in terms of the thoroughness, depth, and application of course material as specified in the assignment requirements or exam question.
Meets Few Expectations	Performance fails to address most, if not all, of the assignment or exam requirements.

QUESTION (50 Points)	Exceeds Expectations	Fully Meet Expectations	Meets Most Expectations	Meets Some Expectations	Meets Few Expectations
<i>Step 1</i>	(15-14 Points)	(13 Points)	(12-11 Points)	(10-8 Points)	(7-0 Points)
<i>Identify and explain two components to successfully perform the job</i>	Identifies 2 components for each of the 3 elements AND Provides strong, clear explanation for each component	Identifies 2 components for each of the 3 elements AND Adequate explanation for each component	Identifies 2 components for 2 elements and 1 for the 3rd OR Weaker explanations	Identifies fewer than 2 components per element OR Weak to poor explanations	Identifies few components. OR Very poor explanations
<i>Step 2</i>	(20-19 Points)	(18-17 Points)	(16-14 Points)	(13-10 Points)	(9-0 Points)
<i>Rewarding behavior A while hoping for behavior B</i>	Describes and clearly explains 2 ways system is rewarding "A" while hoping for "B" AND Describes convincingly 2 ways system could be changed AND	Describes 2 ways system is rewarding "A" while hoping for "B" AND Describes adequately 2 ways system could be changed AND	Describes 2 ways system is rewarding "A" while hoping for "B" BUT Weaker descriptions OR Weaker how/why descriptions	Describes only one way system is "A" while "B" OR Weak to poor descriptions OR Weak to poor how/why descriptions	Poorly describes one way system is "A" while "B" OR Very poor descriptions OR Very poor how/why descriptions

	Describes convincingly how/why proposed changes would succeed	Describes adequately how/why proposed changes would succeed			
<i>Step 3</i>	(15-14 Points)	(13 Points)	(12-11 Points)	(10-8 Points)	(7-0 Points)
<i>Team vs Individual Incentives</i>	Presents strong, clear recommendation for incentives AND Provides strong, clear explanation for how/why recommendations should improve performance	Adequate recommendation for incentives AND Adequate explanation	Weaker recommendation OR Weaker explanation	Weak to poor recommendation OR Weak to poor explanation	Incomplete recommendation OR Very poor explanation