**Unit 4 DOING Activity - GRADING RUBRIC**

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| **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. |

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| **QUESTION**  **(50 Points)** | **Exceeds Expectations** | **Fully Meet Expectations** | **Meets Most Expectations** | **Meets Some Expectations** | **Meets Few Expectations** |
| *Step 1* | (10 Points) | (9 Points) | (8-7 Points) | (6-5 Points) | (4-0 Points) |
| *Identifying Lisa’s performance problems* | Clearly & expertly identifies Lisa’s behavior contributing to performance problems  AND  Provides strong, clear explanation for how this behavior is contributing to problems | Adequately identifies Lisa behavior contributing to performance problems  AND  Adequately explains how this behavior is contributing to problems | Weaker identification  OR  Weaker explanation | Weak to poor identification  OR  Weak to poor explanation | Very poor identification  OR  Very poor explanation |
| *Step 2* | (10 Points) | (9 Points) | (8-7 Points) | (6-5 Points) | (4-0 Points) |
| *Facilitating Lisa’s successful future performance* | Provides strong, clear recommendation for leader behavior with Lisa  AND  Provides strong, clear explanation for how/why recommendation would succeed | Provides adequate recommendation for leader behavior with Lisa  AND  Provides adequate explanation for how/why recommendation would succeed | Weaker recommendation  OR  Weaker explanation | Weak to poor recommendation  OR  Weak to poor explanation | Very poor recommendation  OR  Very poor explanation |
| *Step 3* | (10 Points) | (9 Points) | (8-7 Points) | (6-5 Points) | (4-0 Points) |
| *Identifying John’s performance problems* | Clearly & expertly identifies John’s behavior contributing to performance problems  AND  Provides strong, clear explanation for how this behavior is contributing to problems | Adequately identifies John’s behavior contributing to performance problems  AND  Adequately explains how this behavior is contributing to problems | Weaker identification  OR  Weaker explanation | Weak to poor identification  OR  Weak to poor explanation | Very poor identification  OR  Very poor explanation |
| *Step 4* | (10 Points) | (9 Points) | (7-8 Points) | (5-6 Points) | (0-4 Points) |
| *Facilitating John’s successful future performance* | Provides strong, clear recommendation for leader behavior with John  AND  Provides strong, clear explanation for how/why recommendation would succeed | Provides adequate recommendation for leader behavior with John  AND  Provides adequate explanation for how/why recommendation would succeed | Weaker recommendation  OR  Weaker explanation | Weak to poor recommendation  OR  Weak to poor explanation | Very poor recommendation  OR  Very poor explanation |
| *Step 5* | (10 Points) | (9 Points) | (7-8 Points) | (5-6 Points) | (0-4 Points) |
| *Tailoring leader behavior to the needs of the follower* | Clearly & expertly explains why it is appropriate to use different leader behaviors for Lisa and for John | Adequately explains why it is appropriate to use different leader behaviors for Lisa and for John | Weaker explanation | Weak to poor explanation | Very poor explanation |