**Unit 2 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* | (5 Points) | (4 Points) | (3 Points) | (2 Points) | (0-1 Points) |
| *Present mission & vision* | Clearly and expertly presents mission & vision statements | Adequately presents mission & vision statements | Presents only mission or vision statement with expert clarity  OR  Presents both mission & vision statements with fair clarity | Weak to poor presentation of mission and vision statements | Very poor presentation of mission and/or vision statements |
| *Step 2* | (10 Points) | (9 Points) | (7-8 Points) | (5-6 Points) | (0-4 Points) |
| *Physical description of artifact used by organization* | Identifies artifact  AND  Provides strong, clear physical description of the artifact | Identifies artifact  AND  Provides adequate description of the artifact | Identifies artifact  AND  Provides weaker description of the artifact | Identifies artifact  AND  Provides weak to poor description of the artifact | Weak identification of artifact  OR  Very weak description of the artifact |
| *Step 3* | (5 Points) | (4 Points) | (3 Points) | (2 Points) | (0-1) |
| *Describe artifact culturally* | Clearly and expertly describes values, norms, or beliefs with which the artifact is associated | Adequately describes values, norms, or beliefs with which the artifact is associated | Weaker description of values, norms, or beliefs with which the artifact is associated | Weak to poor description of values, norms, or beliefs with which the artifact is associated | Very poor description of values, norms, or beliefs with which the artifact is associated |
| *Step 4* | (10 Points) | (9 Points) | (7-8 Points) | (5-6 Points) | (0-4 Points) |
| *Description of how artifact helps create, reinforce, change, and/or otherwise manage culture* | Clearly and expertly describes how use of this artifact helps create, reinforce, change, and/or otherwise manage culture | Adequately describes how use of this artifact helps create, reinforce, change, and/or otherwise manage culture | Weaker description of how use of this artifact helps create, reinforce, change, and/or otherwise manage culture | Weak to poor description of how use of this artifact helps create, reinforce, change, and/or otherwise manage culture | Very poor description of how use of this artifact helps create, reinforce, change, and/or otherwise manage culture |
| *Step 5* | (5 Points) | (4 Points) | (3 Points) | (2 Points) | (0-1 Points) |
| *Identification of alternative artifact* | Identifies artifact  AND  Provides strong, clear physical description of the artifact | Identifies artifact  AND  Provides adequate description of the artifact | Identifies artifact  AND  Provides weaker description of the artifact | Identifies artifact  AND  Provides weak to poor description of the artifact | Weak identification of  Artifact  OR  Very weak description of the artifact |
| *Step 6* | (10 Points) | (9 Points) | (7-8 Points) | (5-6 Points) | (0-4 Points) |
| *Description of how alternative artifact could help create, reinforce, change, and/or otherwise manage culture* | Clearly and expertly describes how use of this artifact could help create, reinforce, change, and/or otherwise manage culture | Adequately describes how use of this artifact could help create, reinforce, change, and/or otherwise manage culture | Weaker description of how use of this artifact could help create, reinforce, change, and/or otherwise manage culture | Weak to poor description of how use of this artifact could help create, reinforce, change, and/or otherwise manage culture | Very poor description of how use of this artifact could help create, reinforce, change, and/or otherwise manage culture |
| *Step 7* | (5 Points) | (4 Points) | (3 Points) | (2 Points) | (0-1 Points) |
| *Describe how artifact could help organization achieve its vision* | Clearly and expertly describes how use of this artifact could help the organization achieve its vision | Adequately describes how use of this artifact could help the organization achieve its vision | Weaker description of how use of this artifact could help the organization achieve its vision | Weak to poor description of how use of this artifact could help the organization achieve its vision | Very poor description of how use of this artifact could help the organization achieve its vision |