**Unit 5 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* | (15-14 Points) | (13 Points) | (12-11 Points) | (10-8 Points) | (7-0 Points) |
| *Identify and explain two components to successfully perform the job* | 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 |
| *Step 2* | (20-19 Points) | (18-17 Points) | (16-14 Points) | (13-10 Points) | (9-0 Points) |
| *Rewarding behavior A while hoping for behavior B* | 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 convincingly how/why proposed changes would succeed | Describes 2 ways system is rewarding “A” while hoping for “B”  AND  Describes adequately 2 ways system could be changed  AND  Describes adequately how/why proposed changes would succeed | 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 |
| *Step 3* | (15-14 Points) | (13 Points) | (12-11 Points) | (10-8 Points) | (7-0 Points) |
| *Team vs Individual*  *Incentives* | 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 |