

Assessment Measure (Rubric)

	Components	Weightage	Individual/Group
C01	Class Participation & Individual Presentation	30	Individual
C02	Assignment (Project Proposal)	10	Team
C03	Project	30	Team
C04	Computer Based Assessment	30	Individual
	Total	100	

Rubric for Class Participation & Individual Presentation

Learning Goal	Traits	Performance	
Critical Thinking	Identifies and summarizes the issue at hand.	Not Yet Does not identify and summarize the issue, is confused.	Substantially Developed Identifies the main issue and its implicit aspects, addresses their relationships to each other and recognizes nuances of the issue.
		Evaluation: Not Yet ___1___2___3___4___5___6___7___8___9___10 Substantially Developed	
	Identifies and considers key assumptions and the influence of the context on the issue.	Not Yet Does not surface the assumptions of the model and does not examine the contexts, e.g., cultural and political.	Substantially Developed Identifies and questions the validity of the assumptions and analyzes the issue with a clear sense of scope and context.
		Evaluation: Not Yet ___1___2___3___4___5___6___7___8___9___10 Substantially Developed	
	Identifies and assesses conclusions, implications and consequences	Not Yet Fails to identify conclusions, implications, and consequences of the issue or the key relationships among the various elements such as context, evidence or assumptions. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.	Substantially Developed Identifies and discusses conclusions, implications, and consequences, considering context, assumptions, data, and evidence. Objectively reflects upon own assertions. Draw warranted, judicious, non-fallacious conclusions.
		Evaluation: Not Yet ___1___2___3___4___5___6___7___8___9___10 Substantially Developed	

Rubric for Assignment

Learning Goal	Traits	Performance	
Problem Solving & Decision Making	Define the Problem	Not Yet Does not identify the problem clearly; demonstrates limited understanding of the problem or related contextual factors.	Substantially Developed Identifies the problem clearly and thoroughly; demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant context factors.
		Evaluation: Not Yet ___1___2___3___4___5___6___7___8___9___10 Substantially Developed	
	Devise Strategies to Solve the Problem	Not Yet Selects a strategy without regard to fit; does not demonstrate the ability to consider new strategies even if his/her approach is clearly not appropriate; identifies alternatives that reflect limited understanding of the situation.	Substantially Developed Identifies multiple strategies for solving the problem that apply within a specific context; demonstrates the ability to invert a process to form a plan and clearly articulates his/her decision making process; identifies alternatives that reflect an in depth understanding of the situation.
		Evaluation: Not Yet ___1___2___3___4___5___6___7___8___9___10 Substantially Developed	
	Evaluate Outcomes	Not Yet Reviews results superficially in terms of the problem defined with no consideration of need for further work.	Substantially Developed Reviews results relative to the problem defined with thorough, specific considerations of need for further work.
		Evaluation: Not Yet ___1___2___3___4___5___6___7___8___9___10 Substantially Developed	

Rubric for Project

Learning Goal	Traits	Performance	
Written & Oral Communication	<u>Design Factors – Content (Written)</u> <ul style="list-style-type: none"> Presents relevant information. Substantiates claims with strong evidence 	Not Yet Uses inappropriate and irrelevant content to develop simple ideas in some parts of the work.	Substantially Developed Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.
		Evaluation: Not Yet ___1___2___3___4___5___6___7___8___9___10 Substantially Developed	
	<u>Communication Outcome</u> <ul style="list-style-type: none"> Has a clear message for audience Maximizes likelihood of audience accepting the message 	Not Yet Central message is not explicitly stated in the presentation. Main points are not clearly identified, audience unsure of the direction of the message.	Substantially Developed Central message if precisely stated; main points are clearly identified.
		Evaluation: Not Yet ___1___2___3___4___5___6___7___8___9___10 Substantially Developed	
	<u>Design Factors – Content (Oral)</u> <ul style="list-style-type: none"> Presents relevant information. Supports main points with strong evidence 	Not Yet Content is erroneous or irrelevant; references and supporting materials are absent. Lacks of depth in content and little insights are exhibited. Presentation falls outside set time parameters.	Substantially Developed Content is accurate, thorough, and directly on point; strong support and references are provided. Exhibits depth and insight in content. Effective use of time and stays within time parameters.
		Evaluation: Not Yet ___1___2___3___4___5___6___7___8___9___10 Substantially Developed	

Rubric for Computer Based Assessment

Learning Goal	Traits	Performance	
Problem Solving & Decision Making	Define the Problem	Not Yet Does not identify the problem clearly; demonstrates limited understanding of the problem or related contextual factors.	Substantially Developed Identifies the problem clearly and thoroughly; demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.
		Evaluation: Not Yet ___1___2___3___4___5___6___7___8___9___10 Substantially Developed	
	Devise Strategies to Solve the Problem	Not Yet Selects a strategy without regard to fit; does not demonstrate the ability to consider new strategies even if his/her approach is clearly not appropriate; identifies alternatives that reflect limited understanding of the situation.	Substantially Developed Identifies multiple strategies for solving the problem that apply within a specific context; demonstrates the ability to invert a process to form a plan and clearly articulates his/her decision making process; identifies alternatives that reflect an in depth understanding of the situation.
		Evaluation: Not Yet ___1___2___3___4___5___6___7___8___9___10 Substantially Developed	
	Evaluate Outcomes	Not Yet Reviews results superficially in terms of the problem defined with no consideration of need for further work.	Substantially Developed Review results relative to the problem defined with thorough, specific considerations of need for further work.
		Evaluation: Not Yet ___1___2___3___4___5___6___7___8___9___10 Substantially Developed	