Case Study Paper Rubric

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| **Criteria** | **Ratings** | | |
| **Theorize/Analyze**  This criterion is linked to a Learning Outcome:  *Functional Knowledge and developing analytical skills to formulate a solution* | **7-10 pts**  **Proficient**  Utilizes an appropriate number of theories & concepts. Approaches the problem from multiple perspectives and articulated a solid comprehension of all theories and models Uses appropriate ideas from additional sources (such as videos). Applies concepts and theories to understand an organization’s state of affairs through the lens of the class concepts. Unites the theories and concepts into a clear strategy, rather than a series of scattered ideas from different theories. Provides useful information from research and its implications; uses appropriate diagrams, tables or framework for analysis. | **4-6 pts**  **Competent**  Requirements listed under Proficient are met except for one criterion. | **0-3 pts**  **Novice**  Utilizes too many or not enough theories and concepts. Presents an inaccurate description of theories/models and concepts. Did not use appropriate ideas from additional sources. Inappropriate or inadequate sources for diagnostics; methodology flawed. “Layman” approach. Listed theories without identifying an overall strategy or the most important (underlying) problem. “All over the place.” Focused on providing data without explaining implications; no framework for analysis; Flipped from one perspective to another or used contradicting approaches. |
| **Recommendations** This criterion is linked to a Learning Outcome:  *Communication Skills and Critical Thinking* | **7-10 pts**  **Proficient**  Suggests practical and feasible recommendations based on the research findings. Ties recommendations back to the primary theories and concepts, as well as strategy. | **4-6 pts**  **Competent**  Requirements listed under Proficient are met except for one criterion. | **0-3 pts**  **Novice**  Recommendations are impractical or irrelevant. Approach the assignments as “class papers,” instead of an RFP/ a consulting project. Failed to tie recommendations back to the primary theories and concepts. |
|  | **Total: 20** | | |

Adopted from Weidner, II., C. K., & Lvina, E. (2021). Business Grand Rounds: A Roadmap to Using Student Cases for Problem-based Learning [Teaching Note]. Saint Joseph’s University, Philadelphia,