

## APPENDIX D

### Performance Rubrics

**What are Rubrics?** A rubric is a scoring tool that explicitly represents the performance expectations for an assignment or piece of work. A rubric divides the assigned work into component parts and provides clear descriptions of the characteristics of the work associated with each component, at varying levels of mastery. Rubrics can be used for a wide array of assignments: papers, projects, oral presentations, artistic performances, group projects, etc. Rubrics can be used as scoring or grading guides, to provide formative feedback to support and guide ongoing learning efforts, or both.

**Advantages of using Rubrics-** Using a rubric provides several advantages to both instructors and students. Grading according to an explicit and descriptive set of criteria that is designed to reflect the weighted importance of the objectives of the assignment helps ensure that the instructor's grading standards don't change over time. Grading consistency is difficult to maintain over time because of fatigue, shifting standards based on prior experience, or intrusion of other criteria. Furthermore, rubrics can reduce the time spent grading by reducing uncertainty and by allowing instructors to refer to the rubric description associated with a score rather than having to write long comments. Finally, grading rubrics are invaluable in large courses that have multiple graders (other instructors, teaching assistants, etc.) because they can help ensure consistency across graders and reduce the systematic bias that can be introduced between graders.

Used more formatively, rubrics can help instructors get a clearer picture of the strengths and weaknesses of their class. By recording the component scores and tallying up the number of students scoring below an acceptable level on each component, instructors can identify those skills or concepts that need more instructional time and student effort. Grading rubrics are also valuable to students. A rubric can help instructors communicate to students the specific requirements and acceptable performance standards of an assignment. When rubrics are given to students with the assignment description, they can help students monitor and assess their progress as they work toward clearly indicated goals. When assignments are scored and returned with the rubric, students can more easily recognize the strengths and weaknesses of their work and direct their efforts accordingly.

Name of the University .....

Name of the Program.....

Name of the Course.....

**Evaluation Rubric: GROUP / INDIVIDUAL CASE STUDY****Name of the Student:****Date:****Academic session Topic:**

<b>Criteria</b>	<b>LEVEL 4 (4)</b>	<b>LEVEL 3 (3)</b>	<b>LEVEL 2 (2)</b>	<b>LEVEL 1 (1)</b>	<b>MARK( /4)</b>
a. Identification of the Main issues /Problems	Identifies & understands all of the main issues in the case study	Identifies & understands most of the main issues in the case study	Identifies & understands some of the issues in the case study	Identifies & understands few of the issues in the case study	
b. Analysis of the Issues/Problems	Insightful and thorough analysis of all the issues	Thorough analysis of most of the issues	Superficial analysis of some of the issues in the case	Incomplete analysis of the issue	
c. Comments on effective Solution/Strategies (The solution may be in the case already or proposed by you)	Well documented reasoned and use of appropriate comments about solutions or proposals for solutions, to most of the issues in the case study	Appropriate well comments about solutions, or proposals solutions to most of the issues in the case study	Superficial and/or inappropriate solutions to some of the issues in the case study	Like or no action suggested and/or inappropriate solutions to all of the issues in the case study	
d. Links to Reading and Additional Research	Excellent research into the issues with clearly document links (and/or outside) readings.	Good research and document links to the material read	Limited research and documented links to any reading	Incomplete research and links to any reading	
e. Content knowledge about the Theories/ Class Room Discussion	Presented accurate & relevant information, appeared knowledgeable about the case study assigned and the topic discussed.	Presented few accurate & relevant information, appeared average knowledgeable about the case study assigned and the topic discussed.	Presented very less accurate & relevant information, appeared less knowledgeable about the case study assigned and the topic discussed.	Presented no accurate & relevant information, did not appear knowledgeable about the case study assigned and the topic discussed.	
<b>Total Mark</b>					<b>20</b>

## Name of the University, Name of the Program, Name of the Course

**Evaluation Rubric: Individual Presentation**

Name of the Student: \_\_\_\_\_

Date: \_\_\_\_\_

Academic session: \_\_\_\_\_

Topic: \_\_\_\_\_

	<i>(Excellent) 5</i>	<i>(Good) 4</i>	<i>(Fair) 3</i>	<i>(Average) 2</i>	<i>(Needs improvement) 1</i>	<i>Mark (/5)</i>
<b>Content</b>	A concise summary of the topic; Convincing justification for choice of topic; Comprehensive and complete coverage of information	A good summary of the topic; Acceptable justification for choice of topic; Most important information covered; Little irrelevant information	Informative but much of the information irrelevant; Confused justification for choice of topic; Coverage of some of the major points	A brief look at the topic; Little justification for choice of topic; Majority of information irrelevant and significant points left out	No look at the topic; No justification for choice of topic; All information irrelevant and significant points left out	
<b>Organization</b>	Clear purpose and subject; Pertinent examples, facts, and/or statistics; Supports conclusions/ideas with evidence	Somewhat clear purpose and subject; Some examples, facts, and/or statistics that support the subject; Some data or evidence that supports conclusions	Attempts to define purpose and subject; Weak examples, facts, and/or statistics not adequately supporting the subject; Very thin data or evidence to support conclusion	Subject and purpose not clearly defined; Weak or no support of subject; Insufficient support for ideas or conclusions	Subject and purpose not defined; No support of subject; no support for ideas or conclusions	
<b>Visual Aids</b>	Information is clear and concise with proper key information in points or phrases; Visually appealing/engaging	Too much information in complete sentences on slides along with proper key information in phrases; Significant visual appeal	Too much information in complete sentences on many slides; Some proper key information; Minimal effort made to make slides appealing	Too much information in complete sentences on slides; No or few proper key information; Repetition of the same information on multiple slides; No visual appeal	Too much information in complete sentences on slides; No proper key information; Repetition of the same information on multiple slides; No visual appeal	
<b>Delivery Style</b>	Regular eye contact; Appropriate speaking volume & body language; Proper pace and diction; Fluent avoidance of repetitions, hesitations, gap fillers	Steady eye contact; Adequate volume and energy; Generally good pace and diction; Few or no distracting Gestures; Few repetitions, hesitations, gap fillers	More volume or energy needed at times; Pace too slow or fast; Some distracting gestures or posture; Some repetitions, hesitations, gap fillers	Low volume and energy; Pace too slow or fast; Poor diction; Lots of distracting gestures or posture; Frequent repetitions, hesitations, gap fillers	Very Low volume and energy; Pace is very slow or fast; very Poor diction; Lots of distracting gestures or posture; Frequent repetitions, hesitations, gap fillers	
<b>Question-answer Session</b>	Demonstrates knowledge by answering all types of questions with explanations and elaboration in professional manner	Is at ease with expected answers to all questions without elaboration in somewhat professional manner	Is uncomfortable with information and can answer only rudimentary questions	Does not have grasp of information and cannot answer questions about subject	Cannot answer the questions asked	
<b>Total</b>						<b>25</b>