

CSB Project Rubric

	Importance of the Problem	Quality of Information Brought as Evidence	WRITING Style and Format	WRITING Mechanics	WRITING Content and Organization	Quality of Methodology and Argument	Importance and Appropriateness of Conclusions, Recommendations and Implications
4	<ul style="list-style-type: none"> - Students posed a thoughtful, creative question that engaged them in a challenging or provocative project. - The problem posed capitalizes on an opportunity to improve business operations. 	<ul style="list-style-type: none"> - Students developed and carefully documented information gathered from a variety of quality print and electronic sources, including appropriate licensed databases. - Sources are relevant, balanced, and include critical readings relating to the project. - Primary sources are included. 	<ul style="list-style-type: none"> - In addition to meeting the requirement for a “3,” the paper is consistent with the CSB Style Manual throughout. - Models the language and conventions used in related scholarly/professional literature. - Would meet the guidelines for a professional publication. 	<ul style="list-style-type: none"> - In addition to meeting the requirements for a “3,” the paper is essentially error free in terms of mechanics. - Writing flows smoothly from one idea to another. - Transitions help establish a sound scholarly argument and aid the reader in following the writer’s logic. 	<ul style="list-style-type: none"> - In addition to meeting the requirements for a “3,” the paper excels in organization and presentation of ideas related to the topic. - Raises important issues or ideas that may not have been represented in the literature cited or the current operation of business. - Clearly and concisely explains the problem, presents evidence, explains analyses and draws conclusions in a logical and cohesive manner. 	<ul style="list-style-type: none"> - Students use appropriate methodology to link evidence developed to the research question. The methodology may be qualitative and/or quantitative. - Evidence is logically presented and fully and appropriately analyzed. - Students developed appropriate arguments in support of their conclusions. 	<ul style="list-style-type: none"> - Students effectively conveyed their conclusions and demonstrated clear and appropriate connections between the stated problem(s), their evidence, analyses and conclusions. - The students’ perspectives are evident in their conclusions, recommendations, and implications. - Recommendations and implications flow from the conclusions and may involve multiple functions of the business.
3	<ul style="list-style-type: none"> - Students posed a focused question involving them in a challenging project. 	<ul style="list-style-type: none"> - Students gathered information from a variety of appropriate and relevant sources, both print and electronic. 	<ul style="list-style-type: none"> - While there may be many minor errors, CSB Style Manual conventions for style and format are used consistently throughout the paper. - Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources. - Style and format contribute to the comprehensibility of the paper. 	<ul style="list-style-type: none"> - While there may be many minor errors, the paper follows normal conventions of spelling and grammar throughout. - Errors do not interfere significantly with comprehensibility. - Transitions and organizational structures such as subheadings are used that help the reader move from one point to another. 	<ul style="list-style-type: none"> - Follows all requirements for the paper. - Topic is timely and carefully focused. - Clearly outlines the major points related to the topic; ideas are logically arranged to present a sound scholarly argument. - Paper is interesting and holds the reader’s attention. - Does a credible job summarizing related literature. 	<ul style="list-style-type: none"> - Students logically organize the information gathered as evidence and make good connections among ideas, although the pertinence of information may not be explicitly linked to the purpose of the project or the information may not be fully and appropriately analyzed. 	<ul style="list-style-type: none"> - Students effectively communicated their results to the audience but the work lacks fully articulated connections between the stated problem(s), their evidence, analyses, and conclusions. - Recommendations and implications are impartially developed and/or incompletely connected to the conclusions of the project.
2	<ul style="list-style-type: none"> - Students constructed a question that lends itself to readily available answers. 	<ul style="list-style-type: none"> - Students gathered information from a limited range of sources and displayed less than adequate effort in identifying and including quality resources. 	<ul style="list-style-type: none"> - While some of the CSB Style Manual conventions are followed, others are not. Paper lacks consistency of style and/or format. - It may be unclear which references are direct quotes and which are paraphrased. Based on the information provided, the reader would have some difficulty referring back to cited sources. - Significant revisions would contribute to the comprehensibility of the paper. 	<ul style="list-style-type: none"> - Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions make reading difficult and interfere with comprehensibility. - Writing does not flow smoothly from point to point; lacks appropriate transitions. 	<ul style="list-style-type: none"> - While the paper represents the major requirement, it is lacking in substantial ways. - The content may be poorly focused or the scholarly argument weak or poorly conceived. - Major ideas related to the content may be ignored or inadequately explored. - Overall, the content and organization needs significant revision to represent a critical analysis of the topic. 	<ul style="list-style-type: none"> - Project methodology may be inadequately presented, incompletely executed, or inappropriate to the purpose of the project. 	<ul style="list-style-type: none"> - Students need to work on communicating their results more effectively. - The work lacks appropriate transitions between the body of the project and the conclusions.

1	<ul style="list-style-type: none"> - Students developed a question requiring little creative thought or relied on teacher-generated questions 	<ul style="list-style-type: none"> - Students gathered information that lacked relevance, quality, depth, and balance. 	<ul style="list-style-type: none"> - CSB Style Manual conventions are not followed. - Fails to demonstrate thoroughness and competence in documentation. - Lack of appropriate style and format make reading and comprehensibility problematic. 	<ul style="list-style-type: none"> - Paper contains numerous errors in spelling, grammar, and/or sentence structure that make following the logic of the paper extremely difficult. 	<ul style="list-style-type: none"> - Analysis of existing scholarly/professional literature on the topic is inadequate. - Content is poorly focused and lacks organization. - The reader is left with little information about or understanding of the paper's topic. 	<ul style="list-style-type: none"> - Information presented is not logically or effectively structured. - Appropriate methods of analysis were not evident in the work. 	<ul style="list-style-type: none"> - The project does not present appropriate or adequate bases for conclusions of the work.
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