

Business Plan Rubric

Business Name: _____

Team Members: _____

CATEGORY	4	3	2	1	Score
Organization	Information is very organized with well-constructed paragraphs and subheadings.	Information is organized with well-constructed paragraphs.	Information is organized, but paragraphs are not well constructed.	The information is disorganized.	
Paragraph Construction	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.	
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.	
Internet Use	Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.	Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.	Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.	Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.	
Mechanics	No grammatical, spelling or punctuation errors.	1-3 grammatical, spelling or punctuation errors	4-6 grammatical spelling, or punctuation errors.	7 or more grammatical, spelling, or punctuation errors.	
Product Idea	Idea is realistic, well planned, and each part of the business plan fully developed.	Idea is realistic, mostly well planned, and 1-2 sections of the business plan are NOT fully developed.	Idea is somewhat realistic, partially well planned, and 3-4 sections of the business plan are NOT fully developed.	Idea is not realistic, is not well planned, and each part of the business plan is NOT developed.	
Sources	All sources (information and graphics) are accurately documented.	All sources (information and graphics) are documented, but has a 1-2 errors.	All sources (information and graphics) are documented.	One or more sources are not accurately documented.	

What is Globalization? Rubric

Company Name: _____

Group Members: _____

CATEGORY	4	3	2	1	Score
Focus on Topic (Content)	Definition of globalization is clearly stated.	Definition of globalization is missing 1 key element and therefore is not clearly stated.	Definition of globalization is missing 2 key elements and therefore is not clearly stated.	Definition of globalization is NOT clearly stated.	
Support for Topic (Content)	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.	
Support for Topic (Content) Using Examples Not in the Article	Gives two relevant examples that are NOT examples used in the article.	Gives one relevant example that is NOT used in the article.	Attempts to give examples but examples are not relevant.	Examples given do not relate to topic in anyway or did not attempt to give outside examples.	
Accuracy of Facts (Content)	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.	
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.	
Capitalization & Punctuation (Conventions)	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.	

Globalization Research Paper Rubric

Company Name: _____

Student Name: _____

CATEGORY	4	3	2	1	Score
Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.	
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.	
Use of Vocabulary Words	Six or more words from the vocabulary list were used accurately.	Five words from the vocabulary list were used accurately.	Four words from the vocabulary list were used accurately.	Three or less words from the vocabulary list were used accurately.	
Transitions (Organization)	A variety of thoughtful transitions are used. They clearly show how ideas are connected.	Transitions clearly show how ideas are connected, but there is little variety.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.	
Flow & Rhythm (Sentence Fluency)	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.	
Capitalization & Punctuation (Conventions)	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.	
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.	
Conclusion (Organization)	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is "getting at."	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.	
Sources (Content)	All sources used for quotes and facts are credible and correctly cited in MLA format.	All sources used for quotes and facts are credible and most are correctly cited in MLA format.	Most sources used for quotes and facts are credible and correctly cited in MLA format.	Many sources used for quotes and facts are less than credible (suspect) and/or are not cited correctly.	

<http://webquest.waltoncollege.uark.edu/Heath>

Resources Chart Rubric

Company Name: _____ Name of Country 1 _____

Group Members: _____ Name of Country 2 _____

CATEGORY	4	3	2	1	Score
Natural Resources	Five examples were given for both countries and are accurate examples for both countries.	Four examples were given for both countries and are accurate examples for both countries.	Three examples were given for both countries and are accurate examples for both countries.	Two examples were given for both countries and are accurate examples for both countries.	
Human Resources	Five examples were given for both countries and are accurate examples for both countries.	Four examples were given for both countries and are accurate examples for both countries.	Three examples were given for both countries and are accurate examples for both countries.	Two examples were given for both countries and are accurate examples for both countries.	
Capital Resources	Five examples were given for both countries and are accurate examples for both countries.	Four examples were given for both countries and are accurate examples for both countries.	Three examples were given for both countries and are accurate examples for both countries.	Two examples were given for both countries and are accurate examples for both countries.	

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Market Opportunities Chart Rubric

Company Name: _____ Name of Country 1 _____

Group Members: _____ Name of Country 2 _____

CATEGORY	4	3	2	1	Score
Natural Resources	Five examples were given for both countries and are accurate examples of what each country needs and the United States could supply.	Four examples were given for both countries and are accurate examples of what each country needs and the United States could supply.	Three examples were given for both countries and are accurate examples of what each country needs and the United States could supply.	Two examples were given for both countries and are accurate examples of what each country needs and the United States could supply.	
Human Resources	Five examples were given for both countries and are accurate examples of what each country needs and the United States could supply.	Four examples were given for both countries and are accurate examples of what each country needs and the United States could supply.	Three examples were given for both countries and are accurate examples of what each country needs and the United States could supply.	Two examples were given for both countries and are accurate examples of what each country needs and the United States could supply.	
Capital Resources	Five examples were given for both countries and are accurate examples of what each country needs and the United States could supply.	Four examples were given for both countries and are accurate examples of what each country needs and the United States could supply.	Three examples were given for both countries and are accurate examples of what each country needs and the United States could supply.	Two examples were given for both countries and are accurate examples of what each country needs and the United States could supply.	

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Resource Endowment Chart Rubric

Company Name: _____ Name of Country 1 _____

Group Members: _____ Name of Country 2 _____

CATEGORY	4	3	2	1	Score
Natural Resources	Five examples were given for both countries and are accurate examples of what each country could provide to the United States.	Four examples were given for both countries and are accurate examples of what each country could provide to the United States.	Three examples were given for both countries and are accurate examples of what each country could provide to the United States.	Two examples were given for both countries and are accurate examples of what each country could provide to the United States.	
Human Resources	Five examples were given for both countries and are accurate examples of what each country could provide to the United States.	Four examples were given for both countries and are accurate examples of what each country could provide to the United States.	Three examples were given for both countries and are accurate examples of what each country could provide to the United States.	Two examples were given for both countries and are accurate examples of what each country could provide to the United States.	
Capital Resources	Five examples were given for both countries and are accurate examples of what each country could provide to the United States.	Four examples were given for both countries and are accurate examples of what each country could provide to the United States.	Three examples were given for both countries and are accurate examples of what each country could provide to the United States.	Two examples were given for both countries and are accurate examples of what each country could provide to the United States.	

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Export Decision-Making Rubric

Company Name: _____ Name of Country _____

Group Members: _____

CATEGORY	4	3	2	1	Score
Alternative Column	Five alternatives are listed.	Four alternatives are listed.	Three alternatives are listed.	Two alternatives are listed.	
Criteria Column	All five criteria are realistically ranked.	Three to four of the criteria are realistically ranked.	One to two of the criteria are realistically ranked.	None of the criteria are realistically ranked.	
Total Column	All five alternatives are added correctly.	Four alternatives are added correctly.	Three alternatives are added correctly.	Two alternatives are added correctly.	
Decision Box	Alternative listed has the highest total in the Total Column or team has communicated logical reason for choosing a different alternative.	No Score	No Score	Alternative listed is not the highest total in the Total Column or the team did not communicate a logical reason for choosing a different alternative.	
Opportunity Cost	Opportunity Cost is listed and is the alternative with the second highest total or the team has communicated a logical reason for the product being the second choice.	No Score	No Score	Opportunity Cost listed is not the alternative with the second highest total or the team did not communicate a logical reason for the product being the second choice.	

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Import Decision-Making Rubric

Company Name: _____ Name of Country _____

Group Members: _____

CATEGORY	4	3	2	1	Score
Alternative Column	Five alternatives are listed.	Four alternatives are listed.	Three alternatives are listed.	Two alternatives are listed.	
Criteria Column	All five criteria are realistically ranked.	Three to four of the criteria are realistically ranked.	One to two of the criteria are realistically ranked.	None of the criteria are realistically ranked.	
Total Column	All five alternatives are added correctly.	Four alternatives are added correctly.	Three alternatives are added correctly.	Two alternatives are added correctly.	
Decision Box	Alternative listed has the highest total in the Total Column or team has communicated logical reason for choosing a different alternative.	No Score	No Score	Alternative listed is not the highest total in the Total Column or the team did not communicate a logical reason for choosing a different alternative.	
Opportunity Cost	Opportunity Cost is listed and is the alternative with the second highest total or the team has communicated a logical reason for the product being the second choice.	No Score	No Score	Opportunity Cost listed is not the alternative with the second highest total or the team did not communicate a logical reason for the product being the second choice.	

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Some Rubric sites:

<http://writing.umn.edu/tww/WID/business/grading/3001rubric.html>

<http://www.teachervision.fen.com/tv/printables/07AAAM35.pdf>

http://research.soe.purdue.edu/challenge/PBL/2001_2002/Population/assess.htm