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Rubric Component Guide

International Accreditation Council for Business Education

11374 Strang Line Road

Lenexa, Kansas 66215, USA

**Performance or Rating Scale**

These summarize the various levels of student performance, achievement, or mastery on each dimension, component, or criterion of the assignment or task. The scale can include 3, 4, or 5 levels.

**Examples**:

* Unacceptable, Marginal, Proficient, Exemplary
* Novice, Intermediate, Advanced, Distinguished
* Beginning, Developing, Average, Accomplished
* Needs Improvement, Meets Expectations, Exceeds Expectations
* Inadequate, Acceptable, Good, Excellent

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**Performance Descriptors**

These clearly describe the identifiable performance characteristics that reflect each level of achievement, accomplishment, or mastery in the rating scale on each dimension, component, or criterion of the assignment or task.

**Example**: Describe the type of performance that would constitute or would be considered to be exemplary, marginal, beginning, etc. for each dimension, component, or criterion of the assignment or task.

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| --- | --- | --- |
| **Evaluation Dimensions** | **Performance or Rating Scale** | **Score** |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Assignment/Task Component Areas** |
| Component #1 | Performance Descriptors | Performance Descriptors | Performance Descriptors | Performance Descriptors |  |
| Component #2 | Performance Descriptors | Performance Descriptors | Performance Descriptors | Performance Descriptors |  |
| Component #3 | Performance Descriptors | Performance Descriptors | Performance Descriptors | Performance Descriptors |  |
| etc. | Performance Descriptors | Performance Descriptors | Performance Descriptors | Performance Descriptors |  |
| **Evaluation Dimensions** | **Performance or Rating Scale** | **Score** |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Program-Level Evaluation Criteria** |
| Criterion #1 | Performance Descriptors | Performance Descriptors | Performance Descriptors | Performance Descriptors |  |
| Criterion #2 | Performance Descriptors | Performance Descriptors | Performance Descriptors | Performance Descriptors |  |
| Criterion #3 | Performance Descriptors | Performance Descriptors | Performance Descriptors | Performance Descriptors |  |
| etc. | Performance Descriptors | Performance Descriptors | Performance Descriptors | Performance Descriptors |  |

**Evaluation Dimensions**

**Assignment/Task Component Areas**

These clearly and completely lay out the distinct elements of the assignment or task, and summarize the component knowledge, skills, and competencies that will be assessed and evaluated in the assignment or task. They are normally used to assign a grade or mark to the assignment or task. **Examples**: content, writing skills, presentation skills, analytical ability, problem-solving skills, organization and structure, conclusions and recommendations, or other assignment- or task-specific components, etc.

**Program-Level Evaluation Criteria**

These lay out the criteria related to the programmatic intended student learning outcomes (ISLOs) that will be assessed and evaluated in the assignment or task. They should be aligned with, connected to, mapped to, or identical to these ISLOs, and are used for the purpose of program-level assessment. **Examples**: content knowledge in the functional areas of business, global dimensions of business, legal/ethical principles, economic environment of business, social responsibility/sustainability, communication skills, teamwork/leadership abilities, or other learning-outcome-related knowledge, skills, competencies

**Notes**: It is possible that certain assignment/task components that are used for grading will also be related to the program ISLOs and their associated evaluation criteria.

Weights may also be attached to each dimension, component, or criterion to reflect varying degrees of importance of that dimension, component, or criterion in the evaluation of student performance.