

Assignment 4-6 Rubric



Categories	Level 1	Level 2	Level 3	Level 4
Knowledge (20 marks) <ul style="list-style-type: none"> Goals are set using the SMART method Results and comparisons 	<p>Student should go back and review SMART goals as many aspects of SMART are missing from the goals.</p> <p>The student notes some of the results of the goals and standards. Please watch the video again to discover more results. Ensure that all employees are identified.</p>	<p>Some aspects of SMART are apparent in the goals; the student needs to review SMART or clarify SMART in the goals.</p> <p>Some results are noted and/or some employees are compared to the given goals and standards. The student should view the video more carefully.</p>	<p>Goals are set up with SMART in mind but some goals are missing aspects of SMART.</p> <p>Most of the results in the video are noted and/or most employees are compared to the given goals and standards.</p>	<p>All goals are specific, measurable, achievable, realistic and timely.</p> <p>All results are noted and all employees are compared to the given goals and standards.</p>
Thinking (25 marks) <ul style="list-style-type: none"> Progressive discipline connections Employee rights inferences 	<p>The structure (steps) of progressive discipline needs to be reviewed. There are missing steps.</p> <p>Employee rights are not being considered in the leader's decisions. Please review employee rights.</p>	<p>The structure of progressive discipline is apparent but missing some key steps.</p> <p>Employee rights are considered, but not all employee rights are satisfied.</p>	<p>The structure of progressive discipline is apparent but it could be more effective.</p> <p>Employee rights are mostly maintained.</p>	<p>Progressive discipline is effective and the discipline measures are realistic.</p> <p>Employee rights are always maintained.</p>
Communication (30 marks) <ul style="list-style-type: none"> Organization and structure Grammar and Spelling 	<p>The student needs to review how to write topic, supporting, and concluding sentences; conjunctions; etc.</p> <p>There are many grammar and spelling errors.</p>	<p>The written work needs to be proof read and edited to organize the ideas and improve the structure (topic, supporting, and concluding sentences; conjunctions; etc.).</p> <p>There are some grammar and spelling errors.</p>	<p>The written work uses proper structure (topic, supporting, and concluding sentences; conjunctions; etc.) most of the time. Minor editing is still needed.</p> <p>There are few grammar and spelling errors.</p>	<p>The written work always uses proper structure (topic, supporting, and concluding sentences; conjunctions; etc.).</p> <p>There are no grammar or spelling errors.</p>

Communication (Continued) • Communication of concluding ideas	Explanations need to focus more on the theory provided. Suggestions need to be supported using proper argumentation.	Explanations are based on the theory but the suggestions need to be supported using proper argumentation.	Explanations are supported by theory and the suggestions are supported using argumentation. More inferences and extrapolations of information can improve the arguments.	Explanations are supported by theory and suggestions are properly argued using correct inferences and extrapolations.
Application (25 marks) • Application of knowledge and experience to decisions • Expression and creativity in the video and script	Decisions need to be explained in order to be effective. Decisions are not based on theory or experience. The video and script are completed with little role playing or enthusiasm. The student should incorporate the proper tone and acting into the media.	Decisions are based on theory or experience but need more explanation/justification for the employee. The video and script are completed with some role playing and enthusiasm. The student should increase the acting to effectively take on the role of the leader. The student should review how to use tone effectively, specifically for the business setting.	Decisions are based on theory and experience. Sufficient explanations are given to satisfy employee. The video and script are both complete with the student effectively playing the role of manager/leader. The tone of the voice in each media reflects a leadership style that we have studied.	The student offers multiple decisions based on theory and personal experience. The best possible decision is chosen and explained fully to the employee. The video and script are completed with effective role playing and enthusiasm for the part. The tone depicts an actual (real life) progressive discipline scenario that one might encounter in business.