

RUBRIC for the Master's Thesis Oral Defense

Student's last NAME: **Student's first Name:**

Master's thesis title:

Supervisor's name:

SUMMARY OF POINTS:

| SECTIONS | TOTAL AVERAGE POINTS | OBSERVATIONS/ COMMENTS |
|--------------------|----------------------|------------------------|
| SECTION 1.2 | | |
| SECTION 3.2 | | |

DATE: SIGNATURE OF THE COMMITTEE'S PRESIDENT



| Section: Knowledge of core competency areas | | | | |
|---|---|--|---|---------------|
| 1.2. Student should exhibit mastery of core competency areas. | Below Expectations <i>Please assign less than 5 points</i> | Meets Expectations <i>Please assign points between 5 to 8</i> | Exceeds Expectations <i>Please assign more than 8 points</i> | POINTS |
| Demonstration of the mastery in the core functional areas | --Does not clearly exhibit in the oral defense a clear mastery of the core competency of the different functional areas. -- Committee's questions about core function of the business are not clearly answering. | --Exhibit in the oral defense a clear mastery of core competency of the different functional areas. -- Committee's questions about core function of the business are clearly answering. | -- Exhibit in the oral defense a clear mastery of core competency areas of the different functional areas giving. -- Committee's questions about core function of the business are clearly answering, giving a full and extend explanation of the requests | |
| Response to the challenge about a functional areas asking by Committee | -- The response is not clearly and it has been superficially addressed. | -- The response is clearly, providing some evidence that the candidate mastery the core function. | -- The response is clearly, providing some sufficient evidences that the candidate mastery the core function | |
| TOTAL AVERAGE POINTS | | | | |



| Section: Communication | | | | |
|---|--|---|--|---------------|
| 3.2 Students will performance quality presentations. | Below Expectations <i>Please assign less than 5 points</i> | Meets Expectations <i>Please assign points between 5 to 8</i> | Exceeds Expectations <i>Please assign more than 8 points</i> | POINTS |
| Organization | Audience has difficulty following presentation because student jumps around. | Student presents information in logical sequence which audience can follow. | Student presents information in logical, interesting sequence which audience can follow. | |
| Subject Knowledge | Student is uncomfortable with information and is able to answer only rudimentary questions. | Student is at ease with expected answers to all questions, but fails to elaborate. | Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration. | |
| Graphics | Student occasionally uses graphics that rarely support text and presentation. | Student's graphics relate to text and presentation. | Student's graphics explain and reinforce screen text and presentation. | |
| Mechanics | Presentation has three misspellings and/or grammatical errors. | Presentation has no more than two misspellings and/or grammatical errors. | Presentation has no misspellings or grammatical errors. | |
| Eye Contact | Student occasionally uses eye contact, but still reads most of report. | Student maintains eye contact most of the time but frequently returns to notes. | Student maintains eye contact with audience, seldom returning to notes. | |
| Elocution | Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. | Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation. | Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. | |
| TOTAL AVERAGE POINTS | | | | |



RUBRIC for the Master's Thesis Proposal

Student's last NAME: Student's first Name:

Master's thesis title:

Supervisor's name:

SUMMARY OF POINTS:

| SECTIONS | TOTAL AVERAGE POINTS | OBSERVATIONS/ COMMENTS |
|-------------|----------------------|------------------------|
| SECTION 1.1 | | |
| SECTION 2.1 | | |
| SECTION 2.2 | | |
| SECTION 3.1 | | |

DATE: SUPERVISOR'S SIGNATURE:



| Section: Knowledge of core competency areas | | | | |
|--|--|---|---|---------------|
| 1.1. Student should exhibit mastery of core competency areas. | Below Expectations Please assign less than 5 points | Meets Expectations Please assign points between 5 to 8 | Exceeds Expectations Please assign more than 8 points | POINTS |
| Key Problems or Issue | --Fails to clearly define the problem of each core functional area. -- Does not recognize the core issues of each area. | --Defines the main problem of each core functional area. --Identifies the core issues of each area, but may not fully explore their depth and breadth. | --Clearly defines the problem of each core functional area. -- Accurately identifies the core issues of each area. --Appreciates depth and breadth of problem of each area. | |
| Information | --Relies on insufficient, irrelevant, or unreliable information for each functional area. | --Gathers sufficient, credible, and relevant information for each functional area. --Distinguishes between information and inferences drawn from it. | --Gathers sufficient, credible, relevant information for each functional area: observations, statements, logic, data, facts, questions, graphs, themes, assertions, descriptions, etc. --Distinguishes between information and inferences drawn from that information. | |
| Assessment of the relevant problems of each functional area | --Ignores or superficially evaluates the problematic of each functional areas of the business. | --Evaluates relevant problems of each core competency of the different functional areas of the business. | --Evaluates all relevant problems of each core competency of the different functional areas of the business, going a step ahead from the essential of each area. | |
| Demonstration of the mastery in the core functional areas | --Does not clearly exhibit in the writing document a clear mastery of the core competency of the different functional areas. | --Exhibit in the writing document a clear mastery of core competency of the different functional areas. | -- Exhibit in the writing document a clear mastery of core competency areas of the different functional areas through a deep and extended development of the relevant issues of each area. | |
| TOTAL AVERAGE POINTS SECTION 1.2 | | | | |



| Section: Critical thinking | | | | |
|---|--|---|--|---------------|
| 2.1. Students will diagnose potentially complex real-world problems. | Below Expectations Please assign less than 5 points | Meets Expectations Please assign points between 5 to 8 | Exceeds Expectations Please assign more than 8 points | POINTS |
| Concepts | --Misunderstands key concepts or ignores relevant key concepts altogether | --Identifies and explains and uses the key concepts | -- Precisely Identifies and accurately explains/uses the relevant key concepts | |
| Assumptions | --Fails to identify assumptions --Makes invalid assumptions | --Identifies assumptions --Makes valid assumptions | --Accurately identifies assumptions (things taken for granted) --Makes assumptions that are consistent, reasonable, valid | |
| Information | --Relies on insufficient, irrelevant, or unreliable information --Fails to identify or hastily dismisses strong, relevant counter-arguments --Confuses information and inferences drawn from that information | --Gathers sufficient, credible, and relevant information --Includes some information from opposing views --Distinguishes between information and inferences drawn from it | --Gathers sufficient, credible, relevant information: observations, statements, logic, data, facts, questions, graphs, themes, assertions, descriptions, etc. --Includes information that opposes as well as supports the argued position --Distinguishes between information and inferences drawn from that information | |
| Analysis, Interpretations, Inferences | --Uses superficial, simplistic, or irrelevant reasons and unjustifiable claims --Makes illogical, inconsistent inferences --Exhibits closed-mindedness or hostility to reason; regardless of the evidence, maintains or defends views based on self-interest | --Follows where evidence and reason lead to obtain justifiable, logical conclusions --Makes valid inferences | --Follows where evidence and reason lead in order to obtain defensible, thoughtful, logical conclusions or solutions --Makes deep rather than superficial inferences --Makes inferences that are consistent with one another | |
| Implications, Consequences | --Ignores significant implications and consequences of reasoning | --Identifies almost all significant implications and consequences and distinguishes probable from improbable implications | --Identifies the most significant implications and consequences of theoretical aspects (whether positive and/or negative) --Distinguishes probable from improbable implications --Ignores significant implications and consequences of reasoning. | |
| TOTAL AVERAGE POINTS SECTION 2.1 | | | | |



| Section: Critical thinking | | | | |
|---|---|---|--|---------------|
| 2.2 Students will generate and compare alternatives solutions to a business problem and will choose a reasonable solution. | Below Expectations Please assign less than 5 points | Meets Expectations Please assign points between 5 to 8 | Exceeds Expectations Please assign more than 8 points | POINTS |
| Propose several solutions | --Fails to present several solution | --Present the most relevant solutions | --Present the most relevant solutions and other outstanding options | |
| Compare several solutions | --Fails to correctly compare the solutions through exhibit wrong advantage and disadvantage | -- Fairly compare the different proposed solutions using advantage and disadvantage | --Accurately compare the different proposed solutions and provide a very clear advantage and disadvantage benchmarking | |
| Election of the reasonable solution | --Fails to select the most accrue solution | --Fairly select the most accrue solution | --Accurately select the most reasonable solution, providing some evidence of the successful of implementation. | |
| | | | TOTAL AVERAGE POINTS SECTION 2.2 | |



| Section: Communication - printing | | | | |
|--|--|--|---|---------------|
| 3.1 Students will deliver quality business documents. | Below Expectations Please assign less than 5 points | Meets Expectations Please assign points between 5 to 8 | Exceeds Expectations Please assign more than 8 points | POINTS |
| Purpose Statement | Undefined or no thesis or statement of purpose | Expresses a clear, coherent thesis statement | Creative, insightful and/or skillfully designed thesis statement | |
| Sense of Audience | Unfocused or absent sense of audience | Conveys an accurate sense of audience with appropriate use of disciplinary language | Strong sense of audience demonstrated through form and language | |
| Organization and development | Inadequate organization and/or development | Connects ideas within document and to other sources and ideas; Points are logically developed and flow logically from one idea to the next | Effective organization contributes to full development of written presentation | |
| Support for ideas | Inappropriate or insufficient details to support thesis | Advances argument with sound evidence and references | Expertly advances argument with well researched evidence and documentation | |
| Understanding of Topic | Demonstrates little or no understanding of topic | Moves beyond surface understanding; Demonstrates facility with topical and disciplinary knowledge | Demonstrates disciplinary understanding and interconnections; makes links that suggest discovery of new information or new ways of relaying information | |
| Use of Grammar | Multiple errors in grammar, sentence structure or spelling | Uses correct grammar, Sentence structure and spelling throughout document | Readability enhanced by facility in language use, range of diction and syntactic variety | |
| TOTAL AVERAGE POINTS SECTION 3.1 | | | | |