

Name: \_\_\_\_\_

Grader: \_\_\_\_\_

Date: \_\_\_\_\_

Course: \_\_\_\_\_

**CASE ANALYSIS RUBRIC (100 points available)**

	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Fails to Meet Standards</b>
<p><b>Problem Statements (20%)</b>  <b>½ page maximum</b>            Problems should be stated in terms that are <i>actionable</i> by the decision-maker for the analysis.</p> <p>A good problem definition keeps the case analysis tightly structured because everything discussed after this point must be related to the problem(s) stated in this section.</p>	<p>Clearly identifies the main problem and subsidiary, embedded or implicit aspects of the problem;</p> <p>Clearly addresses the relationship among subsidiary issues; Identifies not only the basics of the issue but also recognizes subtle nuances of the issue.</p> <p><b>(20)</b></p>	<p>Clearly identifies main problem and includes some of the subsidiary issues; Some discussion or relationships between subsidiary issues</p> <p><b>(15)</b></p>	<p>Rudimentary problem identification; Identifies main problem but does omits relevant issues; Identifies an inappropriate problem or represents the issue inaccurately</p> <p><b>(12)</b></p>
<p><b>Use of Evidence (10 %)</b>  <b>½ page maximum</b>            Evidence are indicators of problems. "Clusters" of evidence aid in pointing toward underlying problems.</p>	<p>Identifies evidence clearly, with no confusion between evidence and problems (5 or more). Evidence are clustered, with each group of evidence pointing toward an underlying problem.</p> <p><b>(10)</b></p>	<p>Identifies majority of evidence (at least 5). There is little confusion between evidence and problems.</p> <p><b>(8)</b></p>	<p>Identifies few, if any evidence (4 or less). There may be confusion between evidence, problems and/ or recommendations.</p> <p><b>(6)</b></p>
<p><b>Problem Analysis (15%)</b>  <b>¾ page maximum</b>            Problems are dissected to analyze key factors.</p>	<p>Examines conclusions; Uses reasonable judgment; Discriminates rationally; Synthesizes data; Vies information critically.</p> <p><b>(15)</b></p>	<p>Formulates conclusions; Recognizes arguments; Notices differences; Identifies some conclusions; Identifies some differences; Paraphrases data; Assumes information valid.</p> <p><b>(10)</b></p>	<p>Fails to draw conclusions; Sees no arguments; Overlooks differences; Repeats data; Omits research</p> <p><b>(5)</b></p>
<p><b>Identification of Alternatives (15%)</b>  <b>1-page maximum</b>            This is for brainstorming.</p>	<p>Identifies a comprehensive set of thoughtful alternatives, excluding "Do Nothing" alternatives (3-4 alternatives). There is a set of alternatives for each problem.</p> <p><b>(15)</b></p>	<p>Identifies majority of alternatives (2 alternatives), excluding "Do Nothing" alternatives. May have only 1 set of alternatives for more than one problem.</p> <p><b>(12)</b></p>	<p>Identifies few, if any alternatives (1 alternatives) listed or not all aspects of identified problems are addressed.</p> <p><b>(10)</b></p>

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<p><b>Evaluation of Alternatives (15%)</b>  <b>1-page minimum</b>          Arguments are provided for and against each alternative.</p>	<p>Pros and cons for alternatives are provided. Arguments are convincing, supported, &amp; comprehensive.</p> <p><b>(15)</b></p>	<p>Clarifies at least two alternatives and predicts their associated consequences in detail.</p> <p><b>(12)</b></p>	<p>Pros and cons for few, if any alternatives or only 1 alternatives for each problem; Missing significant discussion of alternative pros or cons.</p> <p><b>(10)</b></p>
<p><b>Recommended Course of Action (20%) 1-page minimum</b>          Develop the most effective, efficient, and feasible combination of alternatives to solve the problems within boundaries of the firm's resources or objectives. Do NOT recommend doing research, hiring a consultant. You are the consultants.</p>	<p>Formulates an implementation plan that delineates the execution of the decision and that evidences a thoughtful reflection on the benefits and risks of action</p> <p><b>(20)</b></p>	<p>Partial courses of action; and/or Actions recommended do not include specifics to fully address/resolve identified problems</p> <p><b>(15)</b></p>	<p>Has difficulty identifying and appropriate course of action from among alternatives</p> <p><b>(10)</b></p>
<p><b>Writing Skills</b></p>	<p>Writing is <b>totally free</b> of grammar and spelling errors. Clear, concise and creative presentation of ideas and properly referenced.</p> <p><b>(5)</b></p>	<p>There are <b>few</b> spelling or grammatical errors. Most ideas are clearly presented and references are used. References are sporadic or not used.</p> <p><b>(3)</b></p>	<p>There are <b>many</b> spelling errors and grammatical mistakes. Ideas are hard to follow. References are not used.</p> <p><b>(1)</b></p>

**Scoring Key:**

- \_\_\_\_\_ Exceeds Standards 90 – 100
- \_\_\_\_\_ Meets Standards 70 – 89
- \_\_\_\_\_ Fails to Meet Standards ≤69

**Total Score:** \_\_\_\_\_

**Comments:**