

## GCRB Rubric Assessment Criteria: Case Studies

**Pass rate:** 50%

**Learning outcomes** being assessed are:

|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Subject / discipline-specific academic accomplishments</b> | <p><b>Knowledge and Understanding</b> - Using knowledge of relevant theories and subject literature, demonstrating an understanding of the dimensions of the discipline/ topic, its relationship to other frameworks, and the boundaries in which the subject matter is situated.</p> <p><b>Analysis and evaluation</b> - Using understanding and insight, demonstrating an awareness of gaps or limits in the knowledge base, selecting appropriate methods of enquiry and presenting a lucid and rational argument, well thought out conclusions, and identification of next steps.</p> <p><b>Synthesis and Critical Thinking</b> - Logical reasoning, synthesis and combination of different viewpoints dealing with complex and conflicting information, and drawing conclusions in the absence of complete data.</p> <p><b>Academic and Information literacy</b> - The ability to identify information needs, to locate, manage, authenticate and critically evaluate a range of sources. The ability to select and apply appropriate tools to manage, manipulate, and process information effectively.</p> |
| <b>Professional Attributes and Values</b>                     | <p><b>Ethical and social responsibilities</b> - Awareness of and application of personal, social and ethical principles and issues, including personal development, if relevant, appreciation of other views including acting and reflecting upon feedback and awareness of and demonstration of cultural awareness and respect for others.</p> <p><b>Professional values and behaviours</b> Adopting a professional approach and demonstrating competence including professional development, where relevant, using evidence in a professional context, considering appropriate ethical dimensions and, where appropriate, working within and across related professional contexts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Practical and Personal Skills</b>                          | <p><b>Communication skills</b> - The ability to interact effectively through the use of excellent communication, resulting in clarity of expression, including grammar and punctuation.</p> <p><b>Conforming to instructions</b> - Working to objectives and standards, including word lengths, appropriate methodologies, and academic conventions including referencing style.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

## Descriptors

|                                                 |                                                                                                                                 |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Outstanding (90-100%): Distinction level</b> | exceptional content, independent, innovative, flair, high level of analysis, informed, sustained quality in all areas,no errors |
| <b>Superior (80-89%): Distinction level</b>     | accomplished, ambitious, detailed and accurate content, no errors                                                               |
| <b>Excellent (70-79%): Distinction level</b>    | rigorous, methodical, analytic, content meets all the requirements, few errors or omissions.                                    |
| <b>Good (60-69%): Merit level</b>               | competent, reasoned, coherent, content very sound, few errors/omissions.                                                        |
| <b>Fair (50-59%): Pass level</b>                | satisfactory, relevant, content meets many of the required elements, some errors/omissions.                                     |
| <b>Marginal (40-49%): Fail</b>                  | evident weaknesses but some relevant content, some errors/omissions .                                                           |
| <b>Clear Fail (30-39%): Fail</b>                | not passable, basic weaknesses in content, execution, numerous errors/omissions.                                                |
| <b>Insufficient (20-29%): Fail</b>              | inadequate, irrelevant content, extensive errors/omissions.                                                                     |
| <b>Weak (10-19%): Fail</b>                      | little or no relevant content, extensive errors/omissions.                                                                      |
| <b>Poor (0-9%): Fail</b>                        | no relevant content, extensive errors/deficient.                                                                                |

## Rubric

|                                                  | 100%                                                                                                                                                                                                                                                                                        | 85%                   | 75%                    | 65%               | 55%               | 50%                 | 45%                        | 35%                       | 25%                       | 15%               | 5%                |
|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------------------|-------------------|-------------------|---------------------|----------------------------|---------------------------|---------------------------|-------------------|-------------------|
|                                                  | Demonstrates outstanding                                                                                                                                                                                                                                                                    | Demonstrates superior | Demonstrates excellent | Demonstrates good | Demonstrates fair | Demonstrates a pass | Demonstrates marginal fail | Demonstrates a clear fail | Demonstrates insufficient | Demonstrates weak | Demonstrates poor |
| MARK AWARDED                                     | 15                                                                                                                                                                                                                                                                                          | 12.75                 | 11.25                  | 9.75              | 8.25              | 7.5                 | 6.57                       | 5.25                      | 3.75                      | 2.25              | 0.75              |
| <b>Knowledge and Understanding (15%)</b>         | Using knowledge of relevant theories and subject literature, demonstrating an understanding of the dimensions of the discipline/topic, its relationship to other frameworks and the boundaries in which the subject matter is situated.                                                     |                       |                        |                   |                   |                     |                            |                           |                           |                   |                   |
| MARK AWARDED                                     | 15                                                                                                                                                                                                                                                                                          | 12.75                 | 11.25                  | 9.75              | 8.25              | 7.5                 | 6.57                       | 5.25                      | 3.75                      | 2.25              | 0.75              |
| <b>Analysis and Evaluation (15%)</b>             | Using understanding and insight, demonstrating an awareness of gaps or limits in the knowledge base, selecting appropriate methods of enquiry and presenting a lucid and rational argument, well thought out conclusions, and identification of next steps.                                 |                       |                        |                   |                   |                     |                            |                           |                           |                   |                   |
| MARK AWARDED                                     | 15                                                                                                                                                                                                                                                                                          | 12.75                 | 11.25                  | 9.75              | 8.25              | 7.5                 | 6.57                       | 5.25                      | 3.75                      | 2.25              | 0.75              |
| <b>Synthesis and Critical Thinking (15%)</b>     | Logical reasoning, synthesis and combination of different viewpoints dealing with complex and conflicting information and drawing conclusions in the absence of complete data.                                                                                                              |                       |                        |                   |                   |                     |                            |                           |                           |                   |                   |
| MARK AWARDED                                     | 15                                                                                                                                                                                                                                                                                          | 12.75                 | 11.25                  | 9.75              | 8.25              | 7.5                 | 6.57                       | 5.25                      | 3.75                      | 2.25              | 0.75              |
| <b>Academic and Information Literacy (15%)</b>   | The ability to identify information needs, to locate, manage, authenticate and critically evaluate a range of sources. The ability to select and apply appropriate tools to manage, manipulate, and process information effectively.                                                        |                       |                        |                   |                   |                     |                            |                           |                           |                   |                   |
| MARK AWARDED                                     | 15                                                                                                                                                                                                                                                                                          | 12.75                 | 11.25                  | 9.75              | 8.25              | 7.5                 | 6.57                       | 5.25                      | 3.75                      | 2.25              | 0.75              |
| <b>Ethical and social responsibilities (15%)</b> | Awareness of and application of personal, social and ethical principles and issues, including personal development, if relevant, appreciation of other views including acting and reflecting upon feedback and awareness of and demonstration of cultural awareness and respect for others. |                       |                        |                   |                   |                     |                            |                           |                           |                   |                   |
| MARK AWARDED                                     | 15                                                                                                                                                                                                                                                                                          | 12.75                 | 11.25                  | 9.75              | 8.25              | 7.5                 | 6.57                       | 5.25                      | 3.75                      | 2.25              | 0.75              |
| <b>Professional values and behaviours (15%)</b>  | Adopting a professional approach and demonstrating competence including professional development, where relevant, using evidence in a professional context, considering appropriate ethical dimensions and, where appropriate, working within and across related professional contexts.     |                       |                        |                   |                   |                     |                            |                           |                           |                   |                   |
| MARK AWARDED                                     | 5                                                                                                                                                                                                                                                                                           | 4.25                  | 3.75                   | 3.25              | 2.75              | 2.5                 | 2.25                       | 1.75                      | 1.25                      | 0.75              | 0.25              |
| <b>Communication skills (5%)</b>                 | The ability to interact effectively through the use of excellent communication, resulting in clarity of expression, including grammar and punctuation.                                                                                                                                      |                       |                        |                   |                   |                     |                            |                           |                           |                   |                   |
| MARK AWARDED                                     | 5                                                                                                                                                                                                                                                                                           | 4.25                  | 3.75                   | 3.25              | 2.75              | 2.5                 | 2.25                       | 1.75                      | 1.25                      | 0.75              | 0.25              |
| <b>Conforming to instructions (5%)</b>           | Working to objectives and standards, including word lengths, appropriate methodologies, and academic conventions including referencing style.                                                                                                                                               |                       |                        |                   |                   |                     |                            |                           |                           |                   |                   |