**Individual Application, Reflection, and Synthesis Paper Grading Rubric**

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| **Student:** | | | |
|  | **A to A-** | **B+ to B-** | **Failing** |
| **Synthesis of Knowledge**  **(Focus/Thesis)**  **30%** | 42.3–45  Student exhibits a defined and clear understanding of the assignment. Thesis is clearly defined and well constructed to help guide the reader throughout the assignment. Student builds upon the thesis of the assignment with well-documented and exceptional supporting facts, figures, and/or statements. | 39.6–42.2  Establishes a good comprehension of topic and in the building of the thesis. Student demonstrates an effective presentation of thesis, with most support statements helping to support the key focus of assignment. | 0–39.5  Student exhibits a basic understanding of the intended assignment, but the thesis is not fully supported throughout the assignment. While thesis helps to guide the development of the assignment, the reader may have some difficulty in seeing linkages between thoughts. While student has included a few supporting facts and statements, this has limited the quality of the assignment. |
| **Foundation of Knowledge**  **20%** | 28.2–30  Student demonstrates proficient command of the subject matter in the assignment. Assignment shows an impressive level of depth of student’s ability to relate course content to practical examples and applications. Student provides comprehensive analysis of details, facts, and concepts in a logical sequence. | 26.4–28.1  Student exhibits above-average usage of subject matter in assignment. Student provides above-average ability in relating course content in examples given. Details and facts presented provide an adequate presentation of student’s current level of subject matter knowledge. | 0–26.3  The assignment reveals that the student has a general, fundamental understanding of the course material. Whereas, there are areas of some concerning in the linkages provided between facts and supporting statements. Student generally explains concepts but only meets the minimum requirements in this area. |

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|  | **A to A-** | **B+ to B-** | **Failing** |
| **Application of Knowledge (Critical Thinking Skills)**  **20%** | 28.2–30  Student demonstrates a higher level of critical thinking necessary for graduate-level work. Learner provides a strategic approach in presenting examples of problem solving or critical thinking, while drawing logical conclusions that are not immediately obvious. Student provides well-supported ideas and reflection with a variety of current and/or worldviews in the assignment. Student presents a genuine intellectual development of ideas throughout assignment. | 26.4–28.1  Student exhibits a good command of critical thinking skills in the presentation of material and supporting statements. Assignment demonstrates the student’s above-average use of relating concepts by using a variety of factors. Overall, student provides adequate conclusions, with 2 or fewer errors. | 0–26.3  Student takes a common, conventional approach in guiding the reader through various linkages and connections presented in assignment. However, student presents a limited perspective on key concepts throughout assignment. Student appears to have problems applying information in a problem-solving manner. |
| **Organization of Ideas/Format**  **10%** | 14.1–15  Student thoroughly understands and excels in explaining all major points. An original, unique, and/or imaginative approach to overall ideas, concepts, and findings is presented. Overall format of assignment includes an appropriate introduction (or abstract), well-developed paragraphs, and conclusion. Finished assignment demonstrates student’s ability to plan and organize research in a logical sequence. | 13.2–14  Student explains the majority of points and concepts in the assignment. Learner demonstrates a good skill level in formatting and organizing material in assignment. Student presents an above-average level of preparedness, with few formatting errors. | 0–13.1  Learner applies some points and concepts incorrectly. Student uses a variety of formatting styles, with some inconsistencies throughout the paper. Assignment does not have a continuous pattern of logical sequencing. |

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|  | **A to A-** | **B+ to B-** | **Failing** |
| **Writing Skill**  **10%** | 14.1–15  Student demonstrates an excellent command of grammar, as well as presents research in a clear and concise writing style. Presents a thorough, extensive understanding of word usage. Student excels in the selection and development of a well-planned research assignment. Assignment is error-free and reflects student’s ability to prepare graduate-level writing for possible publication in a peer-reviewed (refereed) journal. | 13.2–14  Student provides an effective display of good writing and grammar. Assignment reflects student’s ability to select appropriate word usage and presents an above-average presentation of a given topic or issue. Assignment appears to be well-written with no more than 3 errors. Student provides a good final product that covers the above-minimal requirements. | 0–13.1  Assignment reflects basic writing and grammar, but with more than 6 errors. Key terms and concepts are somewhat vague and not completely explained by student. Student uses a basic vocabulary in assignment. Student’s writing ability is average, but demonstrates a basic understanding of the subject matter. |
| **Research Skill**  **10%** | 14.1–15  Student provides sophisticated synthesis of complex body of information in the preparation of assignment. Research provided by student contributes significantly to the development of the overall thesis. Student cites at least 9 total sources, including at least 2 citations from the Mello core text, at least 2 citations from the course-specific Hardy text, at least 2 citations from the Keller supplemental text, at least 2 citations from related scholarly journals (e.g. Human Resource Development Quarterly, Human Resource Development Review, Human Resource Management Journal, Journal of Applied Psychology, Journal of Strategic Human Resource Management, Journal of Biblical Integration in Business, Christian Scholars Review), and at least 1 citation from a related trade/practitioner publication (e.g. Harvard Business Review, HR Magazine, T&D Magazine, Business Week, Wall Street Journal). | 13.2–14  Student achieves an above-average synthesis of research, but interpretation is narrow in scope and description within assignment. Student cites at least 9 total sources but does not meet all prescribed source category requirements. | 0–13.1  Assignment provides a basic, but borderline, perspective of student’s research abilities. Student cites fewer than 9 total sources and does not meet all prescribed source category requirements. |