**Case Analysis Grading Rubric**

**Media Sales and Sales Management**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Excellent (A, A-)**  (Exceeds graduate course relative standards\*) | **Good (B+, B)**  (Meets graduate course relative standards\*) | **Poor (B-, C+, C)**  (Fails to meet graduate course relative standards\*) |
| **Summary**  (15 points) | Student provides a concise summary of only the most important facts in the case in two or three brief sentences. | Student provides a summary of the important facts in the case, but sentences are not concise. Sentences may be too long or there are too many of them. | Student provides a summary that is not concise, is rambling, and includes analysis of problems or even recommendations, which should go in subsequent sections. |
| **Analysis**  (23 points) | Student identifies virtually all of the problems in the case based on theoretical knowledge acquired in assigned material (class lectures or presentations, reading, viewing, or listening). Has ample, properly formatted references to a wide variety of assigned and unassigned, relevant material. | Student identifies many of the problems in the case based on theoretical knowledge acquired in the assigned material. Has some properly formatted references to several items of assigned material. | Student identifies some of the problems in the case vaguely based on the assigned material, but clearly does not fully understand the theories and principles in that material. Has few or no references, and references are not properly formatted. |
| **Recommend-ations**  (22 points) | Student provides practical, insightful recommendations to the identified problems based on and synthesized from theoretical knowledge acquired in assigned material (class lectures or presentations, reading, viewing, or listening). Has ample, properly formatted references and sources to a wide variety of assigned and unassigned, relevant material. Supports and defends recommendations and positions with references to assigned and unassigned material. | Student provides practical recommendations to the identified problems based on theoretical knowledge acquired in assigned material. Has some properly formatted references to several sources of assigned, relevant material. Supports recommendations with references to assigned material. | Student provides some recommendations, some of which might be impractical or are not based on theory learned in the assigned material. Has few, if any, recommendations, which are improperly formatted. It is not clear that the student has read or understands how to apply the lessons in the assigned material to the problems in the case. Has too many generalizations. |
| **Implications**  (15 points) | Student understands and communicates concisely what future effects the writer’s recommendations have on the organization in the case. Includes references in the Implications section. | Student understands and communicates what future effects the writer’s recommendations have on the organization in the case. | Student does not seem to understand what future effects the writer’s recommendations might have on the organization in the case or continues with analysis or recommendations. Thinking is not clear. |
| **Writing Style**  (25 points) | Student uses proper grammar, punctuation, and spelling and writes effective sentences that make logical sense. Has a proper academic style that is void of clichés and informal, colloquial phrases and language. Writing is well organized and logically coherent. | For the most part, the student uses proper grammar, punctuation, and spelling and writes reasonably effective sentences that generally make logical sense. Has a proper academic style that generally avoids clichés and informal, colloquial phrases and language. Writing is well organized and generally logically consistent. | Student does not use proper grammar, punctuation, or spelling throughout the paper. Many of the sentences are ineffective and do not make logical sense. Does not have a proper academic style and often uses clichés, overly informal or colloquial language. Writing is not well organized and not logically consistent. Writing is rambling and often doesn’t make sense. |

\* See course Syllabus for the definition of relative versus absolute standards.

A = 95-100 points; A- = 90-94 points; B+ = 85-89 points; B = 82-84 points; B- = 80-81 points; C+ = 75-79 points; C = 72-74 points; C- = 70-71 points.