C CAPELLA UNIVERSITY | Scoring Guide Tool

MBA-FPX5910
u01a1 - Capstone Project Summary
Learner: Adam , Garza

OVERALL COMMENTS

Good organization overview and scope statements. More detail on your data collection approach and a stronger connection to specific MBA outcomes would improve your paper.

RUBRICS

(35%)

CRITERIA 1

Describe the background of the chosen organization.

COMPETENCY

Integrate information across disciplines and from differing perspectives.

NON_PERFORMANCE: Does not identify a specific, real organization.

BASIC:

Identifies an organization but does not describe sufficient details to gauge whether the organization is an appropriate selection for use in the capstone project.

PROFICIENT: Describes the background of the chosen organization.

DISTINGUISHED:

Describes the background of the chosen organization; includes factors or characteristics about the organization that makes it appropriate to use for the capstone project.

Comments:

You provided a clear and relatively detailed background discussion on your organization...Exxon

(17%)

CRITERIA 2

Describe an intended business topic, problem, or opportunity to research.

COMPETENCY

Think critically and analytically to provide evidence-based solutions to business challenges and opportunities.

NON_PERFORMANCE: Does not identify a business topic, problem, or opportunity.

BASIC: Identifies a business topic, problem, or opportunity, but the research intent and scope is unclear.

PROFICIENT: Describes an intended business topic, problem, or opportunity to research.

> **DISTINGUISHED:**
>
> Describes an intended business topic, problem, or opportunity to research; provides concrete examples
> and citations that support selection of the business and the scope of research.

Comments:

Your problem/opportunity discussion is on target.

(17%)

CRITERIA 3

Explain the level of accessibility to data necessary to examine the chosen business topic, problem, or opportunity.

COMPETENCY

Think critically and analytically to provide evidence-based solutions to business challenges and opportunities.

NON_PERFORMANCE:

Does not identify the level of accessibility to data necessary to examine the chosen business topic, problem, or opportunity.

BASIC:

Identifies the level of accessibility to data necessary to examine the chosen business topic, problem, or opportunity.

PROFICIENT:

Explains the level of accessibility to data necessary to examine the chosen business topic, problem, or opportunity.

DISTINGUISHED:

Explains the level of accessibility to data necessary to examine a business topic, problem, or opportunity; outlines the process for obtaining the data and mitigating risks in obtaining the data.

Comments:

You need a more detail discussion on data accessibility.

(16%)

CRITERIA 4

Explain how the topic will allow showcasing of leadership ability by demonstrating some MBA program outcomes.

COMPETENCY

Think critically and analytically to provide evidence-based solutions to business challenges and opportunities.

NON_PERFORMANCE:

Does not explain how the topic will allow demonstration of MBA program outcomes.

BASIC:

Explains how the topic will allow demonstration of each MBA program outcome; however, the explanation does not support the alignment of topics to the program outcomes.

PROFICIENT:

Explains how the topic will allow showcasing of leadership ability by demonstrating some MBA program outcomes.

DISTINGUISHED:

Explains how the topic will allow showcasing of leadership ability by demonstrating some MBA program outcomes.; explanation includes specific details and examples.

Comments:

Make a connection to specific outcomes.

(15%)

CRITERIA 5

Write coherently to support a central idea with correct grammar, usage, and mechanics as expected of a business professional.

COMPETENCY

Communicate clearly and effectively in a business environment.

NON_PERFORMANCE:

Does not write coherently nor use grammar and mechanics as expected of a business professional; writing has major errors.

BASIC:

Writes somewhat coherently to support ideas, but writing has some grammar, mechanics, or other errors that detract from credibility as a business professional.

PROFICIENT:

Writes coherently with minimal or minor errors to support a central idea with correct grammar, usage, and mechanics as expected of a business professional.

DISTINGUISHED:

Writes coherently to support a central idea with correct grammar, usage, and mechanics as expected of a business professional; writing is free from errors and formatted appropriately for the purpose or audie'

Comments:

Your writing is on target. Thank you.

Supplemental Feedback

SUPPLEMENTAL CRITERIA 1

Purpose

Compose a text that articulates meaning relevant to the main topic, scope, and purpose of the prompt

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BEGINNING: This text is unrelated to the assignment prompt.

DEVELOPING:

This text is related to the assignment prompt but does not demonstrate an understanding of the main topic, scope, and purpose.

SKILLED:

This text responds to the assignment prompt and appropriately addresses the main topic, scope, and purpose.

ADVANCED:

This text presents a focused response to the assignment prompt and demonstrates a thorough understanding of the main topic, scope, and purpose.

Comments:

SUPPLEMENTAL CRITERIA 2

Organization

Develop text using organization, structure, and transitions that demonstrate understanding of relationship between main and subtopics

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BEGINNING:

This text does not include a thesis statement and is organized inappropriately for the assignment.

DEVELOPING:

The thesis statement in this text is unclear and/or the text is presented in paragraphs with unclear main idea(s) and/or transitional phrases.

SKILLED:

This text includes a thesis statement and is organized into paragraphs, with clear main ideas and effective transitional phrases.

ADVANCED:

This text reflects a strong thesis statement. Additionally, this text is organized with skillful transitions into paragraphs with clear main ideas, sufficient evidence, analysis, and linking information.

Comments:

SUPPLEMENTAL CRITERIA 3

Evidence

Integrate into text appropriate use of scholarly sources and evidence

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BEGINNING: This text included plagiarized information.

DEVELOPING:

This text lacks synthesis of information from sources and/or the credibility of the sources is questionable, with many flaws in APA citation style.

SKILLED:

The included evidence was integrated and synthesized from outside sources, most of which are scholarly, with minimal flaws in APA citation style.

ADVANCED:

The evidence in this text was integrated and synthesized from credible, scholarly, and professionally sound sources, with minimal flaws in APA citation style.

Comments:

SUPPLEMENTAL CRITERIA 4

Tone

Apply in text the standard writing conventions for the discipline, including structure, voice, person and tone

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BEGINNING: Text uses language inappropriate for the intended audience.

DEVELOPING:

This text does not meet writing conventions for the discipline and lacks appropriate voice, person, and/or tone for the intended audience.

SKILLED:

This text meets writing conventions for the discipline and there were minimal issues in appropriate use of voice, person, or tone for the intended audience.

ADVANCED:

This text exhibits strict adherence to writing conventions for the discipline and uses appropriate voice, person, and tone for the intended audience.

Comments:

SUPPLEMENTAL CRITERIA 5

Sentence Structure

Produce text with minimal grammar, usage, spelling, and mechanical errors

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BEGINNING:

Text meaning is unclear due to errors in sentence structure, grammar, usage, word choice, spelling, or mechanics in 75% or more of text.

DEVELOPING:

Text meaning is interrupted due to sentence structure, grammar, usage, word choice, spelling, or mechanical errors in 25%-75% or more of text.

SKILLED:

Text conveys clear meaning with minimal issues in grammar, usage, word choice, spelling, or mechanical errors in 10%-25% of text.

ADVANCED:

Text complexity and concision conveys clear meaning, with grammar, usage, word choice, spelling, or mechanical errors in 10% or less of text.

Comments: