

Reflection papers, 25% of the grade

	5	4	3	2	1
Writing	Confident handling of the language. Conveys ideas with clarity and fluency. Meaning always clear.	Competent handling of the language. To a large degree, conveys ideas with clarity and fluency. Almost no inappropriateness of style and tone.	Meaning might not always be clear. Some inappropriateness of style and tone.	Meaning often unclear. Many grammatical and vocabulary inaccuracies.	The number and frequency of grammatical and vocabulary inaccuracies makes it difficult to understand the text.
Content	All reflection papers are clear in their content and form meaningful short summarizing reflections of the articles reflected.	Majority of reflection papers are clear in their content and form meaningful short summarizing reflections of the articles reflected.	Some of the reflections summarize adequately some contents. However, some reflections may touch upon the contents of the readings somewhat vaguely.	The summarized content often only vaguely related to the contents of the readings.	Reflections touch on the contents of the articles only vaguely.
Originality value	Besides representing the key ideas handled in the lectures, many of the reflections include writer's original ideas which demonstrate originality in thinking.	Besides representing and reflecting on the key ideas in the articles, there are noticeable signs of good own idea development in the reflections	Reflections may lack originality, not even pursuing that but merely pursuing "just a summary" – or they may contain even highly original ideas, which, however, may be somewhat poorly or vaguely argued or unclearly connected to the contents.	Reflections lack originality. Or, some ideas may be even highly original, but their originality is hampered by poor clarity and unclear argumentation.	The reader fails to see originality or sees originality that is in thin and in vague connection to the course themes and ways of arguing academically.
Technicalities	Reflections are always uploaded on time. The length recommendation is obeyed.	Reflections are almost always uploaded on time. The length recommendation is obeyed.	Some reflections are not uploaded on time. The length recommendation is generally followed.	There may be difficulties in keeping the pace in uploading the entries on time. Staying with the recommended length may have caused some problems.	All reflections are written and uploaded –eventually – although the schedule for uploading , as well as other technicalities (expected length in particular) has proved challenging for the student.

Learning summary, 25% of the grade

	5	4	3	2	1
Writing	Confident handling of the language. Conveys ideas with clarity and fluency. Meaning always clear. Reader-friendly devices (headings, listing, bulleting) are used very effectively throughout the text	Competent handling of the language. To a large degree, conveys ideas with clarity and fluency. Almost no inappropriateness of style and tone.	Meaning might not always be clear. Some inappropriateness of style and tone.	Meaning often unclear. Many grammatical and vocabulary inaccuracies.	The number and frequency of grammatical and vocabulary inaccuracies makes it difficult to understand the text.
Content development	Key ideas are logically developed throughout the text. Content is divided into clear logical units consisting of a central idea which is very well developed.	Key ideas are logically developed throughout the text. Content is divided into clear logical units consisting of a central idea which is developed well.	The summary develops some good ideas but there may be some problems with their balance and argumentation. Content is divided into basically logical units which however may contain some incoherence.	The summary develops some ideas but there are clear problems with their balance and argumentation. Organization of the content contains incoherence.	The content development remains unclear, and there are clear problems with their balance and argumentation and overall organization of the content.
Reflection on learning	Excellent reflection on learning in the course in general. It addresses the learning taking place in class sessions, learning gained from the literature and doing the group work. It provides concrete details, makes sound arguments and conclusions which invite the readers to reflect further. Often excellent learning summaries introduce a complication (between people or between objects or ideas) that deepen the reflection. Learning summary concentrates on learning and demonstrates clearly learning processes.	Very good reflection on learning in the course in general. It addresses the learning taking place in class sessions, learning gained from the course readings and doing the group work. It provides concrete details, makes sound arguments and conclusions which invite the readers to reflect further. It may also make good use of complication (between people or between objects or ideas) that deepen the reflection. Learning summary concentrates on learning and demonstrates learning processes.	Overall, good reflection on learning in the course. It addresses the learning taking place in class sessions, learning gained from the course readings and doing the group work, but it may lack some balance between them. Also, the summary falls short in some of the following: providing concrete details, making sound arguments and conclusions which invite the readers to reflect further, and making good use of complication (between people or between objects or ideas). There may be some difficulties in demonstrating learning processes.	The summary reflects on the course in general, but there are inconsistencies and some problems in the ways it addresses the learning taking place in class sessions, learning gained from the course readings and doing the group work. Handling of these different areas is somewhat imbalanced. Also, the summary falls short in most of the following: providing concrete details, making sound arguments and conclusions and making good use of complication (between people or between objects or ideas). There are clear challenges in demonstrating learning processes.	It is not clear what it is that the summary reflects on. There are clear inconsistencies and problems in the ways it addresses the learning taking place in class sessions, learning gained from the course readings and doing the group work. Handling of these different areas is imbalanced or lacking. Also, the summary provides little if any concrete details, sound arguments and conclusions, and complication (between people or between objects or ideas). Demonstration of learning processes is vague or poorly developed..
Technicalities	The summary is of adequate length, uploaded on time, and the literature is cited using clear and errorless academic conventions.	The summary is of adequate length, uploaded on time, and the literature is cited using good academic conventions.	The summary is of adequate length (or close to it) and uploaded on time. It generally follows academic conventions in citing literature..	There are difficulties with the appropriate length and balance between different parts making the whole of the summary and meeting the deadline may have been a challenge. There may be problems in using academic citing conventions.	There are clear problems with the appropriate length and balance between different parts making the whole of the summary and meeting the deadline may have been a big challenge. There are problems in using academic citing conventions

Group work assignment, 50% of the grade

(Student workshops 1 & 2) and their deliverables (oral presentations, slide shows and word document) make up 50 % of the final grade.

Instead of the similar rubrics as in other assignments, I've found it here easier to describe the grades in a simple way, displaying a descriptive statement that compiles different facets used as assessment criteria within each grade.

5 excellent, innovative work on strategic analysis and strategy plan, combined with an outstanding performance in communicating them (both the PowerPoint and the oral presentation). Outstanding performance orally does not however mean e.g. a native skill in English. What is more important is the ability to present your work in a clear and lively way. Having good and sound arguments is extremely important of course. (Consider the audience as being important stakeholders (e.g. the case company's representatives): they would definitely "buy" your presentation...)

4 very good work on strategic analysis and strategy plan, and the instruction is followed or localized well in your specific context. The "buy-in" arguments might not be as strong as in the level 5 grades. (Consider the audience as being important stakeholders (e.g. the case company's representatives): they might "buy" your presentation...)

3 good work on strategic analysis and strategy plan. Yet, some arguments might be a bit vague or the work could leave some (even major) doubts on how it would work in practice, and/or there can be some problems in following the instruction. (Consider the audience as being important stakeholders (e.g. the case company's representatives): your presentation might leave some doubts on the credibility and on how it would work out ...)

2 satisfactory work on strategic analysis and strategy communication plan, but some clear weaknesses in argumentation and/or presentation and following the instructions. (Consider the audience as being important stakeholders (e.g. the case company's representatives): although they would see some good elements in your presentations, they'd see clear weaknesses there in terms of its credibility and in the way your message gets across ...)

1 this is a pass – the group has completed both the strategic analysis and strategy communication plan exercise handled in their deliverables, but there are major weaknesses which show that the group hasn't really paid too much effort to the assignment.