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| Progressive Case Study Assignment Rubric | | | | | |
| Demonstration of Deeper Understanding and Cognitive Skills | | | | | |
| Criterion | **Does Not Meet Expectations** | **Nearly Meets Expectations** | **Meets  Expectations** | **Exceeds  Expectations** | **Score and Comments** |
|  | **≤ 14** | **15–16** | **17–18** | **19–20** |  |
| Identification of the main issues/ problems | Unable to identify, label, and understand relevant main issues and/or problems | Identifies, labels, and understands all but 3 or 4 relevant main issues and/or problems | Identifies, labels, and understands all but 1 or 2 relevant main issues and/or problems | Identifies, labels, and understands all relevant main issues and/or problems |  |
|  | **≤ 14** | **15–16** | **17–18** | **19–20** | **Score and Comments** |
| Analysis of issues | Incomplete analysis of the problems/questions presented in the case | Superficial analysis of some of the problems/questions presented in the case | Thorough analysis of most of the problems/questions presented in the case | Insightful and thorough analysis of all the questions presented in the case |  |
|  | **≤ 14** | **15–16** | **17–18** | **19–20** | **Score and Comments** |
| Linkage of course readings and other resources to problem/question | Incomplete or no inquiry into problems/questions with clearly documented linkages to the material read in class, other assigned resources, previously gained knowledge, and/or outside resources | Limited inquiry into the problems/questions with clearly documented linkages to the material read in class, or other assigned resources, previously gained knowledge, or out-side resources | Good inquiry into the problems/questions with clearly documented linkages to the material read in class, and/or other assigned resources, previously gained knowledge, and/or outside resources | Excellent inquiry into the problems/questions with clearly documented link-ages to the material read in class, other assigned resources, previously gained knowledge, and outside resources |  |
|  | **≤ 14** | **15–16** | **17–18** | **19–20** | **Score and Comments** |
| Effective response and/or solutions to case study questions | Each response is incorrect, or poorly written, or unreferenced, and irrelevant to question(s) or problem(s) presented | Each response is minimally correct, or well-written, or appropriately referenced, or irrelevant to question(s) or problem(s) presented | Each response is mostly correct, and/or well-written, and/or appropriately referenced, and/or relevant to question(s) and/or problem(s) presented | Each response is correct, well-written, appropriately referenced, and relevant to question(s) or problem(s) presented |  |
|  | **≤ 14** | **15–16** | **17–18** | **19–20** | **Score and Comments** |
| Formatting, spelling, grammar | Multiple errors in APA citations and references. There are multiple mechanical errors such as spelling, formatting, and grammar | May have some errors in APA citations and references. There are some mechanical errors such as spelling, formatting, or grammar | Minimum errors in APA citation and references. There are minimal mechanical errors such as spelling, and/or formatting, and/or grammar | No errors in APA citations or references. There are no mechanical errors such as spelling, formatting, and grammar |  |
| Total points possible: 100 | **Score and summary comments:** | | | | |

Note: This rubric is an adaptation of the rubric offered by Dennison et al. (2015). *Evaluation beyond exams in nursing education: Designing assignments and evaluating with rubrics*.