

Rubric for Scoring Case Analyses

ISSUES

1.1

- This analysis demonstrates recognition of multiple problems in the case (2 points)
- This analysis only recognizes one problem in the case. (1 point)
- This analysis does not recognize any problems. (0 points)

1.2

- This analysis indicated that some issues are of more importance than others and explained why. (2 points)
- This analysis demonstrated that some issues are of more importance than others but did not explain why (1 point)
- This analysis did not demonstrate recognition that one issue might be more important than others nor did it explain why. (0 points)

1.3

- The problems mentioned were based on the facts in the case. (1 point)
- The problems mentioned were not based on the facts in the case or skewed the facts in the case in some way. (0 points)

1.4

- The analysis focused on problems identified as important. (1 point)
- The analysis focused on problems that were not of importance. (0 points)
- The analysis did not focus on any problems. (0 points)

PERSPECTIVES

2.1

- The analysis recognizes the perspectives of multiple characters in the case. (2 points)
- This analysis recognizes the perspective of only one character in the case. (1 point)
- This analysis did not recognize the perspectives of any characters in the case. (0 points)

2.2

- This analysis recognizes that individuals have unique perspectives. (1 point)
- This analysis does not recognize that individuals have unique perspectives. (0 points)

2.3

Knowledge of the situation Feelings Values

- The analysis considers three of three of these for the perspectives they recognize. (3 points)
- The analysis considers two of three of these for the perspectives they recognize. (2 points)
- The analysis considers one of the three of these for the perspectives they recognize. (1 point)
- The analysis considers none of these three. (0 points)

2.4

- The analysis considered the perspectives of individuals who were related to the problems mentioned as most important. (1 point)
- The analysis considered the perspectives multiple individuals but they were not related to the problems mentioned as most important. (0 points)

KNOWLEDGE

3.1

- The analysis recognizes that there might be more information available than is present in the case- it raises questions about information that might be missing or ambiguous. (1 point)
- The analysis does not demonstrate the problem-solver's recognition that more information might be needed to analyze the case- no questions are asked about missing information. (0 point)

3.2

Knowledge from personal experience

Knowledge from empirical research

Knowledge from theoretical research

- This analysis considers information from three of these knowledge sources. (3 points)
- This analysis considers information from two of these knowledge sources. (2 point)
- This analysis considers information from one of these knowledge sources. (1 points)
- This analysis does not consider information from any of these sources. (0 points)

3.3

- The analysis uses facts from the case. (1 point)
- The analysis does not use facts from the case. (0 point)

3.4

- The analysis uses facts from the case materials. (1 point)
- The analysis does not use facts from the related case materials. (0 point)

3.5

- The facts the analysis highlights from the case are used accurately. (2 points)
- The facts the analysis highlights from the case are not used accurately. (1 point)
- The analysis does not use any knowledge of this kind. (0 points)

3.6

- The facts the analysis uses from the related case materials are used accurately. (2 points)
- The facts the analysis uses from the related case materials are not used accurately. (1 point)
- The analysis does not use any knowledge of this kind. (0 points)

3.7

- The knowledge the case uses seems to be related to the problems identified as most important. (1 point)
- The knowledge the case uses does not seem to be related to the problems identified as most important. (0 points)

ACTIONS

4.1

- More than one action was proposed. (2 points)
- One action was proposed. (1 point)
- No actions were proposed. (0 points)

4.2

- The analysis proposed actions that seemed reasonable. (2 points)
- The analysis proposed actions that did not seem reasonable (1 points)

4.3

- The actions proposed seem feasible. (1 point)
- The actions proposed do not seem feasible. (0 points)

4.4

- The actions proposed seem deal with the problems deemed the most important. (1 point)
- The actions proposed do not seem to deal with the problems deemed the most important. (0 point)

CONSEQUENCES

5.1

- The analysis mentioned positive consequences for the actions they suggested. (1 point)
- The analysis did not mention positive consequences for the actions they suggested. (0 points)

5.2

- The analysis mentioned negative consequences for the actions they suggested. (1 point)
- The analysis did not mention negative consequences for the actions they suggested. (0 points)

5.3

- The consequences suggested seem to be tied to the issues deemed of most importance. (1 point)
- The consequences suggested do not seem to be linked to the issues deemed most important. (0 points)

STYLE

- The paper was well written meaning that it had no misspellings or obvious grammatical errors. (1 point)
- The paper was not well written and did have either misspellings or obvious grammatical errors. (0 points)

- The paper was coherent and "stuck together." (1 points)
- The paper was not coherent and did not "stick together." (0 points)

CASE ANALYSIS SCORING RUBRIC

Mischaracterizes problems in the case and/or overlooks issues (focuses on technical issues only).

ISSUES

1	2	3	4	5	6	7
Beginning		Developing			Accomplished	

Presents an accurate and detailed description of a variety of problems and opportunities that is compelling and insightful.

Displays no or little social sensitivity. May be stereotyping or generalizing about groups. Little regard for the perspectives of others.

PERSPECTIVES

1	2	3	4	5	6	7
Beginning		Developing			Accomplished	

Manifests concern for equity and analyzes case with view toward respecting persons. Seeks to understand position of others and generally succeeds.

Demonstrates uncritical dependence on authority or experts OR on gut instinct to the exclusion of other sources of evidence or better reasoning.

KNOWLEDGE

1	2	3	4	5	6	7
Beginning		Developing			Accomplished	

Presents a balanced and critical view of multiple sources of knowledge (personal experience, theory and research, facts) to create criteria for informed judgments.

Perceives few or limited alternative actions described that address fully the spectrum of issues raised.

ACTIONS

1	2	3	4	5	6	7
Beginning		Developing			Accomplished	

Considers a variety of actions that address the multiple issues present in the case.

Displays limited awareness of consequences of actions and/or broader social outcomes of decisions and actions.

CONSEQUENCES

1	2	3	4	5	6	7
Beginning		Developing			Accomplished	

Recognizes the complex, interactive nature of educational actions and decisions and draws attention to the broader social consequences related to schooling and education.