
Evaluation Tools

Accounting and Related Services

Sample Performance Assessment Rubric

“A rubric is a printed set of guidelines that distinguishes performances or products of different quality. A rubric has descriptors that define what to look for at each level of performance. Rubrics also often have indicators providing specific examples or tell-tale signs of things to look for in work.”

The word rubric derives from the Latin word for red. Long ago, a rubric was a set of instructions for a law or liturgical services, typically written in red. Thus, a rubric instructs people on how to “lawfully” judge a performance.

Not only does a good rubric provide a consistent and reliable means for assessing performance, it also provides the student with a clear and written explanation of the instructor’s expectations of a performance.

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Sample Rubric

School

Teacher

CTE Program - Level III

Course Name

LEVELS OF PERFORMANCE

3	2	1	0	0
90% +	80% +	70% +	60% +	Less than 60%
Mastered	Exceeded	Attained	Approaching Attainment	Unattained
<p>Student presents a clear, specific understanding of the competency. All notes, assignments, test, work place records and labs required are completed on time, are extremely well organized and questions are answered accurately. High interest and excitement have lead the student to reach far beyond the requirements. Student has read related materials and has used many sources of information for reports and or experiments. The student has used his/her new knowledge when participating in all oral discussions, assignments and written work. Student makes connections between classroom and work place. The students' notes, tests, labs, workplace records, debates, CTSO participation, and assignments are of the highest level of achievement above 90%.</p>	<p>Student presents a clear, specific understanding of the competency. High interest and excitement leads the student to an investigation that reaches beyond requirements. All notes, assignments, tests, workplace records and labs required are completed on time, are very well organized and questions are answered accurately. The student has used more resources than required and demonstrates new knowledge both orally and in written work and uses this knowledge in his/her assignments and oral participation. New knowledge is evident when student shows connections between classroom and work place relationships. Student notes, tests, labs, work place records, CTSO participation, debates and assignments are clearly organized, carefully done, and often go beyond teacher expectations. All tests are beyond the standard level of achievement between 80% to 89%.</p>	<p>Student meets assignment expectations. The student demonstrates new knowledge learned in oral participation and or written tasks. The work is well organized and complete. The student understood the assignments. He/she used the resources required and organized information in all notes, assignments, tests,work place records, debates and labs. All notes, assignments and labs are complete, carefully done and the student meets just above the minimum requirements and expectations. All tests, work place records, CTSO participation, assignments and labs meet the standard level of achievement between 70% to 79%.</p>	<p>Student knowledge of the topic is understood, but at minimum level of competency. The assignments, notes and labs are occasionally incomplete and could be organized better. Some resources have been used, but it is not clear what the student understood. Some of the information included by the student was not important to the topic. Student does most of what is required, but nothing more. Some of the work may not be finished. Tasks are not carefully done and the information from the resources is not used. Tests, labs, notes, CTSO participation, and workbased learning results are at a level of achievement between 60% to 69%.</p>	<p>Student knowledge of the subject is not shown. Steps through the process were not followed. Notes, tests, assignments, workbased learning and labs lack neatness, organization, detail and evidence of new knowledge. Work does not meet requirements. Parts are missing. Participation is weak, or student is often not participating. Labs, tests, CTSO participation, and assignments are poorly done and fall well behind the standard level of achievement. Overall, the student has failed to grasp new concepts covered in the competency. The level of achievement is below 60%.</p>

Definition of Rubric:

"A rubric is a printed set of guidelines that distinguishes performances or products of different quality. A rubric has descriptors that define what to look for at each level of performance. Rubrics also often have indicators providing specific examples or tell-tale signs of things to look for in work."

The word rubric derives from the Latin word for red. Long ago, a rubric was the set of instructions for a law or liturgical service, typically written in red. Thus, a rubric instructs people on how to "lawfully" judge a performance. A good rubric allows valid and reliable--criterion-referenced--discrimination of performance.

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Rubric to Evaluate the Quality of a Rubric

SBE Design Team of Northern Colorado BOCES
www.coloradoboccs.org

CRITERIA	NEEDS TO BE REWORKED	ACCEPTABLE BUT NEEDS MORE CLARITY	CLEARLY WRITTEN
Performance Levels Addressed	Scoring guide is open-ended	Scoring guide provides for different performance levels	Scoring guide is descriptive of each level of performance
Description of Performance Levels	There are no specific descriptions of the different performance levels	Differences between the levels rely on looking for a number of examples or responses	The descriptions define clear and significant differences between the performance levels.
Language Specificity	Vague words are used to discriminate between levels: some, many, few, good, excellent	Subjective words (good excellent, some) are used to discriminate between levels but are further defined	The critical attributes between each level of performances are included
Usefulness	The ratings do not provide useful instructional information.	Ratings provide instructional information that needs further task analysis.	Ratings provide useful instructional information.

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EVALUATION OF BUSINESS PLAN

http://projects.edtech.sandi.net/memorial/franchise/business_plan_rubric.htm

	BEGINNING	DEVELOPING	ACCOMPLISHED	EXEMPLARY
Summary and Product/ Service	Gives the name of the franchise and service sold.	Explains name, location, and services sold.	Addresses name, location, history of the company, and goods/services sold.	Adequately addresses name, location, detailed history of the company, and the goods/services sold.
Management Experience/ Expertise	Report tells who the owners are.	Report tells who owners are and how they will be managed.	Report tells who the owners are and how they will work together, and how they will manage.	Report explains who owners are specifically how they will work together, and how management will work.
Personnel Requirements	Hiring procedures are addressed.	Training is addressed and hiring procedures are briefly discussed.	Training is addressed and provides a detailed explanation of how employees will be hired	Specific explanation of training for owners and employees, how people will be hired, and criteria for job placement.
Market Analysis	Very little numerical data is given	Numerical data is basically copied from website. No calculations.	Report provides some numerical data involving calculations and analysis. May or may not use charts or graphs.	Report provides calculated data and analysis for how this company is successful. Report includes charts and graphs.
Oral Presentations	Student exhibits fair voice projection, fair body language, correct grammar and pronunciation. No visual aid is used.	Student exhibits fair voice projection, fair body language, correct grammar and pronunciation. Has few or poor quality visual aids.	Student exhibits good voice projection, appropriate body language, correct grammar and pronunciation. Report contains adequate visual aids that complement the oral presentation.	Student exhibits good voice projection, appropriate body language, correct grammar and pronunciation. Report also includes visual aids that enhance the oral presentation.

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ACCOUNTING DEPARTMENT WRITING RUBRIC

Christopher Newport University, Newport News, VA
www.cnu.edu

Attribute	Grade of A	Grade of B	Grade of C	Grade of D	Grade of F
Accounting Concepts	Especially skillful identification and analysis of accounting concepts	Clear and competent use of accounting concepts	Accurate but limited use of accounting concepts	Limited grasp of accounting concepts	Inaccurate use of accounting concepts
Assertions	Fully developed and supported assertions	Developed and supported assertions	Assertions exist but are not developed or supported adequately	Assertions exist but are not developed or supported accurately	Lack of assertions, development and/or support
Structure	Particularly clear ideas with logical transitions throughout	Consistent focus and good transitions	Paragraph flow and transitions are adequate	Weak paragraph structure and illogical transitions	Lack of focus
Language	Language especially clear and concise with flawless mechanics.	Free of errors in mechanics. Clear and concise language	Minor errors in mechanics. Sentences could be more effective	Fundamental mechanics errors. Lack of clarity and concision	Serious errors in mechanics. Lack on clarity and concision.

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EVALUATING STUDENT PRESENTATIONS

Developed by Information Technology Evaluation Services,
 North Carolina Department of Public Instruction
www.ncsu.edu

	1	2	3	4
Organization	Audience cannot understand presentation because there is no sequence of information	Audience has difficulty following presentation because student jumps around	Student presents information in logical sequence which audience can follow	Student presents information in logical, interesting sequence which the audience can follow
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject	Student is uncomfortable with information and is able to answer only rudimentary questions	Student is at ease with expected answers to all questions, but fails to elaborate	Student demonstrate full knowledge (more than required) by answering all class questions with explanations and elaboration
Mechanics	Presentation has four or more spelling errors and/or grammatical errors	Presentation has three misspellings and/or grammatical errors	Presentation has no more than two misspellings and/or grammatical errors	Presentation has no misspellings or grammatical errors
Graphics	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation	Student's graphics relate to text and presentation	Student's graphics explain and reinforce screen text and presentation
Elocution	Student mumbles, incorrectly pronounces terms, and speaks to quietly for students in the back of class to hear	Student's voice is low. Student incorrectly pronounces some terms. Audience members have difficulty hearing	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear
Eye Contact	Student reads all of report with no eye contact	Student occasionally uses eye contact, but still reads most of report	Student maintains eye contact most of the time but frequently returns to notes	Student maintains eye contact with audience , seldom returning to notes

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JOB INTERVIEW SCORING RUBRIC

Developed by Tonya Skinner, found on www.angelfire.com

Competency	Needs Work	Better	Best
First Impressions	Shows up late for the interview, does not shake hands, and/or chews gums; does not bring a copy of the resume or references	Shows up on time for the interview with a copy of resume in hand	Shows up early for the interview with a copy of the resume in hand
Preparation	Knows nothing about the company or seems to make up information as he/she goes along	Knows some general information about the company and/or its purpose	Has researched the company and the position thoroughly and is apparent by answers given in response to questions
Personal Attributes	Overbearing, overaggressive, egotistical; or shy, reserved, and overly nervous	Somewhat nervous, some lapses in eye contact; speaks too loudly or softly	Good eye contact and poise during interview; confident
General attitude	Lack of interest and enthusiasm about the position; passive and indifferent; or overly enthusiastic	Seems interested in the position but could be better prepared or informed on certain topics	Interested in the position and enthusiastic about the interview
Personal Appearance	Dressed way below what is expected for someone in that position or "overdoes it" (too much makeup, jewelry, cologne, etc.)	Dressed similar to what employees in that position would wear or in business casual clothes	Dressed appropriate business attire; no sandals, tennis shoes, t-shirts, shorts, short skirts, etc.
Responses	Answers with "yes" or "no" and fails to elaborate or explain; talks negatively about past employers	Gives well-constructed responses, but sounds rehearsed and unsure	Gives well-constructed, confident responses that are genuine.

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RESUME RUBRIC

Developed by the University of Maine (www.umeedu.maine.edu)

	1	2	3	4	5
Application to Job	Resume does not apply to the job in any way	A few aspects of the resume apply to the job	Half of the resume applies to the job	Most of the resume applies directly to the job	Resume is excellent, applies directly to the job
Clarity of Writing	The writing is unclear and has no consistency to it	Very little of the writing is clear and the consistency is inadequate	Meets task, but lacks some clarity and consistency	Writing is mostly clear and reasonably consistent	Writing is very clear
Voice	Voice lacks any professionalism and is not positive	Voice lacks professionalism, but is mostly positive	Voice is generally positive and has some professional parts	Voice is good, but lacks personality	Voice is both professional and positive
Layout	Resume is poorly spaced and takes up either more than one page or significantly less than one page. No attempt has been made to layout the information	Resume is poorly spaced in that it is longer than one page or too short, but an obvious effort has been made	Resume meets length requirements, but layout is too cramped or words are too small to read	Resume is generally well-spaced, but is either a bit cramped or has a little too much white-space	Resume is well-spaced, taking up one page
Mechanics	Resume contains frequent or serious errors in mechanics, usage and structure	Resume contains a pattern or accumulation of errors in mechanics, usage or structure	Resume presents some errors in mechanics, but not a pattern of such errors	Resume is generally free from errors in mechanics, usage and sentence structure	Resume is free from errors in mechanics, usage and structure