

Finance Rubric

Name _____

Grade _____/300

Content Knowledge Grade: ___/75

Discovery & Inquiry Grade ___/48

Critical Thinking Grade ___/87

Numeracy Grade ___/30

Lifelong Learning Grade ___/30

Communication Grade ___/30

The colloquium paper is worth 300 points. The paper should include the following sections:	Exemplary	Proficient	Marginal	Unacceptable
Introduction: <i>Discovery & Inquiry</i> (___/16) 1. Describe organizational context relative to topic <input type="checkbox"/>	Gives a specific description of the organization as it pertains to the focus of this paper. (14-16)	The description of the organization and the context is present, but brief. (12-13)	There is either no context or it is not specific to the topic. (10-11)	Does not address the organizational context.(0-9)
Introduction: <i>Discovery & Inquiry</i> (___/32) 2. Identify organizational issue/problem <input type="checkbox"/> 3. State purpose of paper <input type="checkbox"/>	Substantially establishes a clear issue or identifies a potential problem that the organization faces. States a clear purpose of the paper. Information is synthesized (organized thematically).(28-32)	Competently establishes a clear issue or identifies a potential problem. States a relatively clear purpose of the paper. Information is somewhat synthesized (24-27)	The issue or potential problem is somewhat unclear. The purpose of the paper is not well-stated. Information is presented very linearly (non-thematically). (20-23)	Little or no issue or problem identified and limited or no statement of purpose. (0-19)

<p>Review of Literature: <i>Content Knowledge</i> (___/75)</p> <ol style="list-style-type: none"> 1. Discuss the differences between for-profit versus not-for-profit organizations and the value of each. <input type="checkbox"/> 2. Identify and discuss general revenue categories for organizations and general expense categories for sport organizations <input type="checkbox"/> 	<p>Review is exceptional evidencing balanced information and a thoughtful, in-depth discussion of the differences between for-profit and not-for-profit organizations and the general categories or revenues and expenses. (67-75)</p>	<p>Review evidences proficient knowledge of both types of organizations and displays evidence of fundamental understanding of revenues and expenses. (60-66)</p>	<p>Review indicates limited understanding of both types of organizations and revenue and expense categories. (51-59)</p>	<p>Review does not successfully indicate an understanding of organization type and/or revenue and expense categories. (0-50).</p>
<p>Application of theory to organization: <i>Critical Thinking</i> (___/25)</p> <ol style="list-style-type: none"> 1. Discuss whether the organization is a for-profit organization or a not-for-profit organization and whether you think it should be one or the other. 2. Identify and discuss sources of revenue and categories of expenditures <input type="checkbox"/> 	<p>Successfully applies concepts in the lit review to critically analyze whether the organization is a for-profit or not-for-profit. Evaluates by providing clear, specific examples. Frames insights by referencing points in the lit review in an exceptional manner concerning the sources of revenues and expenditures. (22-25)</p>	<p>Proficiently applies concepts in the lit review to critically analyze whether the organization is a for-profit or not-for-profit. Evaluates by providing solid examples. Frames insights by referencing points in the lit review in a competent manner concerning the sources of revenues and expenditures (19-21)</p>	<p>Either marginally applies concepts in the lit review to analyze whether the organization is a for-profit or not-for-profit, or fails to address one of the concepts. Limited evaluation of the sources of revenues and expenditures and few examples. (16-18)</p>	<p>Fails to apply concepts from the lit review. Little or no evaluation of the sources of revenues and expenditures (0-15)</p>

<p>Application of theory to organization: Numeracy (___/30)</p> <p>1. Using quantitative and qualitative analysis, critically analyze the financial strength of your focal organization <input type="checkbox"/></p>	<p>Completely and substantially analyzes the financial strength of the organization (27-30)</p>	<p>Competently analyzes the financial strength of the organization (24-26)</p>	<p>Limited or cursory analysis of the financial strength of the organization (21-23)</p>	<p>Little or no analysis of the financial strength of the organization. (0-20)</p>
<p>Recommendations: Critical Thinking (___/44)</p> <p>1. Identify areas and make recommendations on where the organization could increase revenues with minimal expenditures. <input type="checkbox"/></p> <p>2. Identify areas and make recommendations where budget cuts could be made without compromising the organization's goals <input type="checkbox"/></p>	<p>Devises solutions by successfully integrating knowledge and judgments. Develops well supported arguments for action based on the concepts from the literature review and experience within the focal organization (39-44)</p>	<p>Devises solutions by integrating knowledge and judgments moderately well. Competently develops arguments for action based on concepts from lit review and experience within the focal organization. (34-38)</p>	<p>Recommendations for organization are somewhat superficial but still integrate knowledge and judgments. Arguments for action are only marginally based on lit review and experience within focal organization. (28-33)</p>	<p>Recommendations do not follow from lit review or experience with focal organization or are missing. (0-27)</p>
<p>Conclusion: Critical Thinking (___/18)</p> <p>1. Synthesize what the organization does well relative to this topic <input type="checkbox"/></p> <p>2. Synthesize recommendations to organization <input type="checkbox"/></p>	<p>Exceptional synthesis of achievements and recommendations with respect to the financial analysis (16-18)</p>	<p>Proficiently synthesizes achievements and recommendations (14-15)</p>	<p>Marginally synthesizes achievements and recommendations (12-13)</p>	<p>Either does not include one aspect or does not synthesize both well at all. (0-11)</p>
<p>Conclusion: Lifelong Learning (___/30)</p> <p>3. Reflect professionally about how you might apply insights gained in this paper to your future sport career.</p>	<p>Comprehensively reflects on application of content to career goals. (27-30)</p>	<p>Competently reflects on application of content to career goals. (24-26)</p>	<p>Marginally reflects on application of content to career goals. (21-23)</p>	<p>Limited or no reflection. (0-20)</p>
<p>Communication aspects below apply to entire paper</p>				

Organization (___/30)	Effectively organizes ideas. Develops ideas well and arranges them logically, flowing smoothly from one to another. Reader can follow line of reasoning. (27-30)	Adequately organizes ideas. Moderately develops ideas and arranges them logically. Does not always clearly link ideas to each other. For the most part, reader can follow line of reasoning. (24-26)	Intermittently organizes ideas clearly and only sometimes arranges them logically. Reader is sometimes confused and/or notices redundancies. (21-23)	The writing lacks any semblance of logical organization. The reader cannot identify a line of reasoning and loses interest. (0-20)
Sentence structure (___)	Sentences are well phrased and varied in length and structure. They flow smoothly from one to another. (-0)	Sentences are adequately phrased. The flow from sentence to sentence is generally smooth. (-1 to -4)	Some sentences are awkwardly constructed, and they represent an occasional distraction for the reader. (-5 to -8)	Errors in sentence structure are frequent enough to represent a major distraction to the reader. (-9 to -12)
Grammar, Spelling, Mechanics (i.e., Punctuation, Italics, Capitalization, etc.) (___)	The writing is free or almost free of errors. (-0 to -1)	There are occasional violations in the writing, but they don't represent a major distraction or obscure the meaning. (-2 to -4)	The writing has numerous errors and the reader is distracted by them. Meaning remains discernable. (-5 to -8)	Errors are so numerous that they obscure the meaning of the passage. The reader is confused and stops reading. (-9 to -12)
Word Choice (___)	Word choice is consistently precise. The writer goes beyond the generic word to find one more precise and effective	Word choice is generally good but generic (-1 to -3)	Word choice is merely adequate, and the range of words is limited. Some words are used inappropriately. (-4 to -8)	Many words are used inappropriately, confusing the reader. The writer may also use colloquial language. (-9 to -12)
Citations & References APA (___)	APA format is used accurately and consistently.	APA format is used with minor violations. (-1 to -4)	Format of document reflects incomplete knowledge of APA	Format of document is not recognizable as APA. (-9 to -12)

			format, which may include errors such as omission of citations in instances they are needed. (-5 to -8)	
Cover page including title and author	Yes _____ No _____ (-1 to -4)			
Appendices (if necessary)				
Length: 2100 words (excluding references), double spaced unless modified per APA guidelines	If fewer than 2100 words, paper is returned ungraded and penalized one grade.			
Times New Roman, font size 12	Yes _____ No _____ (-1 to -2)			
Pages numbered consecutively (excluding cover page)	Yes _____ No _____ (-1 to -6)			
Minimum 5 peer-reviewed references.	If fewer than 5 peer-reviewed references are cited within the text of the paper, the paper is returned ungraded until a minimum of 5 peer-reviewed references are included, which must be cited in text. Paper is penalized a minimum of one grade per missing cited reference.			