

## FRE 547 GRADING RUBRIC

All Graduating Projects are classified as one of three types: Consulting, Research, or Internship projects.

**Consulting or Research Projects:** The final grade is based upon the following assessment items:

End-of-term **Deliverables** (65% weight)

- Quality and completeness of deliverables
- Logic, organization & style

Project **Process** (15% weight)

- Critical thinking & Results driven.
- Continuously improves throughout project.
- Professionalism, focus & attitude.
- Communication & meetings skills
- Time management skills

**Internship Projects:** The final grade is based upon the following assessment items:

- Quality of task performance
- Critical thinking & results driven.
- Continuously improves throughout project.
- Professionalism, focus & attitude.
- Communication & meetings skills
- Time management skills
- MFRE final report

**Details for each of these assessment items are provided in the following grading rubrics.**

**END-OF-TERM DELIVERABLES (MFRE & PROJECT PARTNER)  
GRADING RUBRIC FOR CONSULTING AND RESEARCH PROJECTS  
(WEIGHT = 65% of FRE 547 Course Grade)**

**Includes:** all final deliverables like final report, .xls dashboards/ spreadsheets, literature review document, policy briefs, databases, etc.  
**Excludes:** project plan, mid-stream and final presentations  
*Legend:* SS – Site Supervisor; FS – Faculty Supervisor

		<b>RUBRIC FOR END-OF-TERM DELIVERABLES – 65%</b>	
ASSESSMENT ITEMS	WEIGHT	Qualities associated with a 70% grade	Qualities associated with a 90% grade
<b>QUALITY AND COMPLETENESS OF DELIVERABLES</b>	<b>80%</b>	<p><u>Deliverables:</u></p> <ul style="list-style-type: none"> <li>▪ Deliverables have some connections to objectives set out in Project Plan</li> <li>▪ Deliverables are accurate, but not that thorough.</li> <li>▪ Deliverables partially incorporate feedback provided by site supervisor, faculty supervisor and project support team member.</li> <li>▪ Deliverables require considerable time to understand (e.g. conclusions might be vague, or lacking in range or depth, SS cannot confidently act on them)</li> <li>▪ Deliverables reflect minimal editing and drafts development.</li> <li>▪ Deliverables reflect minimal graduate level input and student provides only the basic required deliverables.</li> <li>▪ Deliverables are developed as a report with some focus on the specific answers to questions, or highlights important information, for the firm/agency/research.</li> <li>▪ Results/Recommendations are provided but with minimal justification as to where or why they have been presented.</li> <li>▪ Deliverables are slightly below expectations.</li> </ul>	<p><u>Deliverables:</u></p> <ul style="list-style-type: none"> <li>▪ Deliverables accurately connect to objectives set out in Project Plan</li> <li>▪ Deliverables are accurate and thorough.</li> <li>▪ Deliverables accurately incorporate feedback provided by site supervisor, faculty supervisor and project support team member.</li> <li>▪ Site Supervisor can easily understand the deliverables with minimal effort (e.g. conclusions are clear and insightful, SS can act on them)</li> <li>▪ Deliverables developed and redeveloped to meet project objectives in a value-added and academic manner.</li> <li>▪ Deliverables reflect graduate level input and indicate student initiative and engagement to expand upon the basic requirements. (i.e., deliverables include distribution options report and student expands this to include Excel with dashboard/documentation to support ongoing usage/input by owner)</li> <li>▪ Deliverables clearly answer questions, or highlights important information, for the firm/agency/research.</li> <li>▪ Deliverables include documentation as required to support ongoing use by SS (i.e., XLS for financial analysis is well developed and included notes for input and updates, SPSS set up to accommodate new survey data with notes for ongoing use)</li> <li>▪ Results/Recommendations are actionable and well supported by evidence, clear logic and citations.</li> <li>▪ Deliverables exceed expectations.</li> </ul>

		<p><u>Data and Methods Used:</u></p> <ul style="list-style-type: none"> <li>▪ Data used in the deliverables is based upon google level research using adequate citation and minimal evaluation.</li> <li>▪ Data used is mainly as a result of referrals from SS or FS for data and sources.</li> <li>▪ Methods used to develop deliverables have been defined by the FS and student demonstrated adequate understanding and application of techniques/methods.</li> <li>▪ Methods used but with little initiative to refine methods to best meet project goals.</li> <li>▪ Sometimes used critical thinking skills to enhance quality of deliverables</li> </ul>	<p><u>Data and Methods Used:</u></p> <ul style="list-style-type: none"> <li>▪ Data (primary &amp;/or secondary) used in the deliverables is based upon broad, well cited and strongly evaluated content.</li> <li>▪ Data obtained via active research by the student (i.e., not just dependant on SS or FS for data and sources)</li> <li>▪ Data has been obtained by student using graduate level research, citation and organization skills making it easily accessible to SS.</li> <li>▪ Data are well described and justification for use/source provided.</li> <li>▪ Methods used to develop deliverables have been revised throughout the term by the student (using input from SS and FS) to connect to project objectives and current data/requirements - are well thought out, clearly described and well-justified.</li> <li>▪ Credible, in-depth, and accurate applications of methods and use of data conducted with cited references.</li> <li>▪ Consistently used critical thinking to enhance quality of deliverables (innovative, useful ideas; deployed better methods to course correct where needed)</li> </ul>
<p><b>LOGIC, ORGANIZATION &amp; STYLE</b></p> <ul style="list-style-type: none"> <li>▪ Organization, flow of material and headings</li> <li>▪ Level of professional tone and presentation</li> <li>▪ Clarity and Conciseness</li> <li>▪ Sentence structure, spelling and grammar</li> <li>▪ Citation use</li> </ul>	<p><b>20%</b></p>	<ul style="list-style-type: none"> <li>▪ Professional writing style, BUT careful proofreading was not always evident - some errors in sentence construction, grammar or spelling.</li> <li>▪ Reports include most report elements but not all sufficiently developed.</li> <li>▪ Organization lacks logic or consistency (e.g. ineffective use of outline &amp; headings, formatting, file tabs, blocks, font styles, colours, file names, white space)</li> <li>▪ Material flow is generally satisfactory but lacks coherence or depth in specific sections.</li> <li>▪ Material written lacks clarity, but the content is available.</li> <li>▪ Citation appears to be completed adequately</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional writing style, virtually free of grammar, spelling, sentence construction, and punctuation errors</li> <li>▪ Reports include required report elements (executive summary, table of contents, reference list, recommendations, conclusion)</li> <li>▪ Organization is logical and consistent to guide readers (e.g. effective use of outline &amp; headings, formatting, file tabs, blocks, font styles, colours, file names, white space)</li> <li>▪ Material flow is logical (coherent and holistic) and supports reader direction.</li> <li>▪ Material is clearly written (e.g. uses plain language, uses effective visual aids to enhance, results are explained with clear short narratives)</li> <li>▪ Citations accurately provided.</li> </ul>
	<p><b>100%</b></p>		

<b>PROJECT PROCESS</b> <b>GRADING RUBRIC FOR CONSULTING AND RESEARCH PROJECTS</b> <b>(WEIGHT = 15% of FRE 547 Course Grade)</b>				
<b>GRADING RUBRIC FOR PROJECT PROCESS</b>				
ASSESSMENT ITEMS	WEIGHT	70 – 80%	80 – 90%	Greater than 90%
<b>CRITICAL THINKING &amp; RESULTS DRIVEN TO ACHIEVE PROJECT OBJECTIVES &amp; DELIVERABLES</b>	25%	<ul style="list-style-type: none"> <li>▪ Demonstrates basic ability to understand the partner/research opportunity/challenge but cannot develop effective objectives and deliverables without assistance.</li> <li>▪ Recommend solutions that meet SS expectations but needed prompting and guidance.</li> <li>▪ Followed instructions from supervisors and project support team member in order to get past obstacles and move forward with tasks and deliverables.</li> <li>▪ Does not suggest or refine solutions but was willing to try others' ideas.</li> <li>▪ Strong supervision required to advance project and overcome complex issues.</li> <li>▪ Meets most deadlines as expected by SS/FS but requires prompting.</li> <li>▪ Uploads/Submits a few required materials late (MFRE deadlines) with or without prompting.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates basic ability to understand the partner/research opportunity/challenge and can develop basic objectives and deliverables that require FS refinement.</li> <li>▪ Recommend solutions that meet SS expectations without prompting.</li> <li>▪ Takes constructive actions to advance the project and break through obstacles (with some supervision on next steps)</li> <li>▪ Suggests traditional/conventional solutions to project problems/challenges.</li> <li>▪ Meets all required due dates and tasks as expected by SS/FS but required some prompting. Refines tasks if requested.</li> <li>▪ Uploads/Submits all required materials on time (MFRE deadlines) but required some prompting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates ability to understand the partner/research opportunity/challenge and develop effective objectives and deliverables.</li> <li>▪ Anticipates SS needs and develops solutions that consider the strategic picture and are beyond SS expectations.</li> <li>▪ Takes initiative and constructive actions to advance the project and break through obstacles.</li> <li>▪ Introduces new ways of looking at problems and suggests solutions to project problems/challenges.</li> <li>▪ Sees the opportunity to develop more than the project requirements to the SS and delivers these in a value-added manner.</li> <li>▪ Meets all required due dates and tasks as expected by SS/FS without any prompting. Refines tasks as required.</li> <li>▪ Uploads/Submits all required materials on time (MFRE deadlines) without any prompting</li> </ul>
<b>CONTINUOUSLY IMPROVES THROUGHOUT PROJECT</b>	25%	<ul style="list-style-type: none"> <li>▪ Needs to be prompted to incorporate feedback from SS, FS &amp; MFRE Team to continuously improve project deliverables and professional behaviours (throughout entire project)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consistently incorporates feedback from SS, FS &amp; MFRE Team to continuously improve project deliverables and professional behaviours (throughout entire project)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consistently incorporates feedback from SS, FS &amp; MFRE Team to continuously improve project deliverables and professional behaviours (throughout entire project)</li> <li>▪ Self-determined, seeks out and identifies opportunities to improve; reflected in project deliverables &amp; process.</li> </ul>

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<b>PROFESSIONALISM and OWNERSHIP</b>	<b>30%</b>	<ul style="list-style-type: none"> <li>▪ Needs to be reminded about ownership and responsibility for the graduating project.</li> <li>▪ Satisfactory engagement in the process (needs to be pushed/motivated)</li> <li>▪ Makes minimal effort to build relationships with FS, SS and Project Support Team (behaviour still positive and productive; NOT destructive)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Takes adequate ownership and responsibility for all aspects of the graduating project (deliverables, behaviours, meetings, preparedness, documentation, etc.)</li> <li>▪ Adequately engaged in the process (needs some push to pursue work with energy and drive)</li> <li>▪ Builds good working relationships with SS, FS, Project Support Team</li> </ul>	<ul style="list-style-type: none"> <li>▪ Takes FULL ownership and responsibility for all aspects of the graduating project (deliverables, behaviours, meetings, preparedness, documentation, etc.)</li> <li>▪ Highly engaged in the process (pursues everything with energy and drive, minimal supervision)</li> <li>▪ Builds immediate rapport, engages input and actively listens from SS, FS, Project Support Team</li> </ul>
<b>COMMUNICATIONS &amp; MEETING SKILLS</b>	<b>20%</b>	<ul style="list-style-type: none"> <li>▪ Initiates communications with SS and FS. Not always prepared for meetings (lacking important agenda items, not looking ahead)</li> <li>▪ Takes notes during meetings, but not enough to follow up on details.</li> <li>▪ Communication (verbal and written) is not always clear, or misses communicating to some stakeholders (SS, FS, MFRE Program) needing to be prompted</li> </ul>	<ul style="list-style-type: none"> <li>▪ Initiates communications with SS and FS. Usually prepared for meetings with well-developed agenda items (updates, questions, ideas, looking ahead etc.)</li> <li>▪ Takes detailed notes/action items from meetings and incorporates them effectively into project next steps.</li> <li>▪ Communicates (verbal and written) in a clear and concise manner, but misses communicating to some stakeholders (SS, FS, MFRE Program) occasionally.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Initiates communications with SS and FS. Always prepared for meetings with well-developed agenda items (updates, questions, ideas, looking ahead etc.)</li> <li>▪ Takes detailed notes/action items from meetings, incorporates them effectively into project next steps.</li> <li>▪ Communicates (verbal and written) in a clear and concise manner; consistently considers all stakeholders (SS, FS, MFRE Program)</li> </ul>
	<b>100%</b>			

<b>INTERNSHIP TASKS, PROCESS AND FINAL REPORT</b> <b>GRADING RUBRIC FOR <u>INTERNSHIP PROJECTS</u></b>  <b>(WEIGHT = 80% of FRE 547 Course Grade)</b>  Consult with MFRE Graduating Project Manager to check if your project falls under this category.			
<b>RUBRIC FOR INTERNSHIP TASKS, PROCESS AND FINAL REPORT</b>			
<b>ASSESSMENT ITEMS</b>	<b>WEIGHT</b>	<b>Qualities associated with a 70% grade</b>	<b>Qualities associated with a 90% grade</b>
<b>QUALITY OF TASK PERFORMANCE</b>  Assessed via interaction with student and site supervisor	<b>30%</b>	<ul style="list-style-type: none"> <li>▪ Tasks were defined adequately.</li> <li>▪ Tasks performed at acceptable level of accuracy and precision.</li> <li>▪ All tasks were satisfactorily completed and on-time.</li> <li>▪ High regard maintained for confidentiality requirements at all times.</li> <li>▪ Met all workplace requirements for timeliness, meeting attendance and training.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tasks were well-defined with strong initiative from the Student.</li> <li>▪ Tasks performed at high level of accuracy and precision.</li> <li>▪ All tasks were completed on-time and demonstrate excellence and high-quality.</li> <li>▪ High regard maintained for confidentiality requirements at all times.</li> <li>▪ Met all workplace requirements for timeliness, meeting attendance and training.</li> <li>▪ Generated and pursued opportunities to expand knowledge and skills (e.g. new tasks, implemented innovative solutions, improved existing processes, reduced process waste, etc.)</li> </ul>
<b>CRITICAL THINKING &amp; RESULTS DRIVEN</b>	<b>50%</b>	<ul style="list-style-type: none"> <li>▪ Demonstrates basic ability to understand the partner/research opportunity/challenge but cannot develop effective objectives and deliverables without assistance.</li> <li>▪ Recommend solutions that meet SS expectations but needed prompting and guidance.</li> <li>▪ Followed instructions from supervisors and project support team member in order to get past obstacles and move forward with tasks and deliverables.</li> <li>▪ Does not suggest or refine solutions but was willing to try others' ideas.</li> <li>▪ Strong supervision required to advance project and overcome complex issues.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates ability to understand the partner/research opportunity/challenge and develop effective objectives and deliverables.</li> <li>▪ Anticipates SS needs and develops solutions that consider the strategic picture and are beyond SS expectations.</li> <li>▪ Takes initiative and constructive action to advance the project and break through obstacles.</li> <li>▪ Introduces new ways of looking at problems and suggests solutions to project problems/challenges.</li> <li>▪ Sees the opportunity to develop more than the project requirements to the SS and delivers these in a value-added manner</li> </ul>
<b>CONTINUOUSLY IMPROVES THROUGHOUT PROJECT</b>		<ul style="list-style-type: none"> <li>▪ Needs to be prompted to incorporate feedback from SS, FS &amp; MFRE Team to continuously improve project deliverables and professional behaviours (throughout entire project)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Consistently incorporates feedback from SS, FS &amp; MFRE Team to continuously improve project deliverables and professional behaviours (throughout entire project)</li> <li>▪ Self-determined, seeks out and identifies opportunities to improve; reflected in project deliverables &amp; process.</li> </ul>

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<p><b>PROFESSIONALISM, FOCUS &amp; ATTITUDE</b></p>		<ul style="list-style-type: none"> <li>▪ Needs to be reminded about ownership and responsibility for the graduating project.</li> <li>▪ Satisfactory engagement in the process (needs to be pushed/motivated)</li> <li>▪ Makes minimal effort to build relationships with FS, SS and Project Support Team (behaviour still positive and productive; NOT destructive)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Takes FULL ownership and responsibility for all aspects of the graduating project (deliverables, behaviours, meetings, preparedness, documentation, etc)</li> <li>▪ Highly engaged in the process (pursues everything with energy and drive, minimal supervision)</li> <li>▪ Builds immediate rapport, engages input and actively listens from SS, FS, Project Support Team</li> </ul>
<p><b>COMMUNICATIONS &amp; MEETINGS SKILLS</b></p>		<ul style="list-style-type: none"> <li>▪ Initiates communications with SS and FS. Not always prepared for meetings (lacking important agenda items, not looking ahead)</li> <li>▪ Takes notes during meetings, but not enough to follow up on details.</li> <li>▪ Communication (verbal and written) is not always clear, or misses communicating to some stakeholders (SS, FS, MFRE Program) needing to be prompted.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Initiates communications with SS and FS. Always prepared for meetings with well-developed agenda items (updates, questions, ideas, looking ahead etc.)</li> <li>▪ Takes detailed notes/action items from meetings, incorporates them effectively into project next steps.</li> <li>▪ Communicates (verbal and written) in a clear and concise manner; consistently considers all stakeholders (SS, FS, MFRE Program)</li> </ul>
<p><b>TIME MANAGEMENT SKILLS</b></p>		<ul style="list-style-type: none"> <li>▪ Meets most deadlines as expected by SS/FS but requires prompting.</li> <li>▪ Uploads/Submits a few required materials late (MFRE deadlines) with or without prompting.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Meets all required due dates and tasks as expected by SS/FS without any prompting. Refines tasks as required.</li> <li>▪ Uploads/Submits all required materials on time (MFRE deadlines) without any prompting.</li> </ul>
<p><b>MFRE FINAL REPORT</b></p>	<p><b>20%</b></p>	<ul style="list-style-type: none"> <li>▪ Professional writing style, BUT careful proofreading was not always evident. Some errors in sentence construction, grammar or spelling</li> <li>▪ Reports include most report elements but not all sufficiently developed.</li> <li>▪ Organization lacks logic or consistency (e.g. ineffective use of outline &amp; headings, formatting, file tabs, blocks, font styles, colours, file names, white space)</li> <li>▪ Material flow is generally satisfactory but lacks coherence or depth in specific sections.</li> <li>▪ Material written lacks clarity, but the content is available.</li> <li>▪ Citation accurately provided.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional writing style, virtually free of grammar, spelling, sentence construction, and punctuation errors</li> <li>▪ Reports include required report elements (executive summary, table of contents, reference list, recommendations, conclusion)</li> <li>▪ Organization is logical and consistent to guide readers (e.g. effective use of outline &amp; headings, formatting, file tabs, blocks, font styles, colours, file names, white space)</li> <li>▪ Material flow is logical (coherent and holistic) and supports reader direction.</li> <li>▪ Material is clearly written (e.g. uses plain language, uses effective visual aids to enhance, results are explained with clear short narratives)</li> <li>▪ Citations accurately provided.</li> </ul>
	<p><b>100%</b></p>		