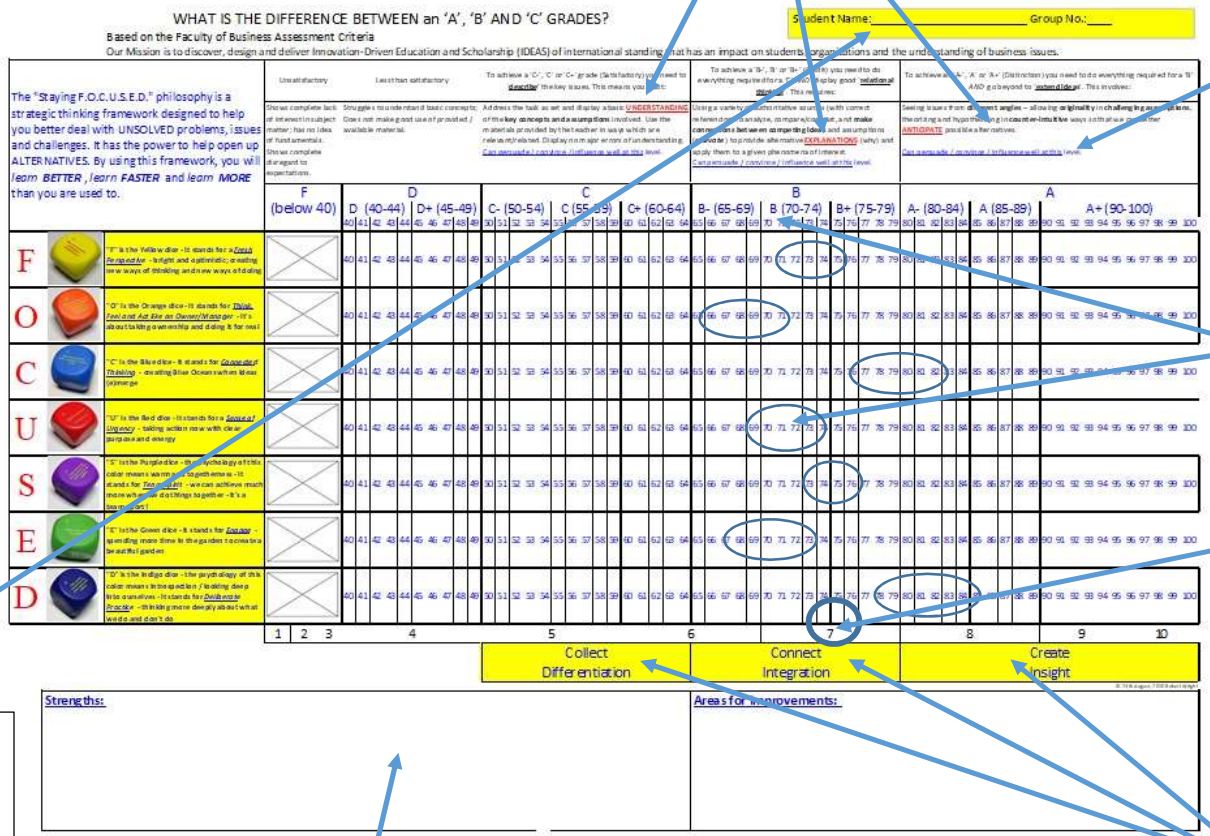
2. Here we show what a student needs to do competently to achieve a certain level. Grounded on what makes great scholarship about a phenomena of interest, a student who can describe and show ***understanding*** is at the "C" level. To attain a "B" grade, one must be able to show relationship between things and hence ***explain*** what is happening. To reach an "A" level of performance, one needs to go beyond by extending existing ideas and reviewing our CURRENT taken-for-granted assumptions. Students / managers at this level are better able to ***anticipate***.



1. This course evaluates you on 7 core dimensions based on the "staying F.O.C.U.S.E.D." philosophy.

3. You will also notice at each grade level, we also look for how well a student ***Persuade, Convince and Influence others***.

4. The percentage breakdown on what constitutes a letter grade is determined by your Faculty.

5. If it is easier, scoring can also be performed on a 1-10 scale.

8. At the end of the semester, this FOCUSED Assessment Rubric can also be used to summarize each individual student's performance for the course.

7. This comment area is separated into two sections to help you document a student's or a project group's strengths and areas for improvement.

6. Research has proven that higher-order thinking associated with cognitive complexity requires a person to first **differentiate** the many possibilities before **integrating / connecting** the dots to produce deeper **insights**. These three aspects align neatly with what it takes to score a "C" grade from a "B" grade to an "A" grade.

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