

Case Study Presentation and Discussion Rubric

Criteria	Highly Engaged	Effectively Engaged	Adequately Engaged	May Have Been Asleep
Knowledge/breadth of understanding /20 pts	--knowledge of issue is especially accurate and conveyed clearly and coherently, details are provided, examples used, little need to rely on reviewing notes/texts in class	--knowledge of issue is accurate and mostly conveyed clearly and coherently, some details and examples used, some reliance on reviewing notes/texts in class	--issue is explained with some accuracy, but more detail and examples required, overreliance on notes/texts in class	Come see me
Critical Thought and Extension /15 pts	--comments exhibit critical thought and high-level analysis of the issue, discussion of impacts and effects beyond immediate case based on evidence and details from the case, questions are exceptionally insightful	--proficient critical thought and some high-level analysis apparent, some use of evidence and details from the case used to discuss impacts and effects, questions are insightful	--some critical comments offered but more needed, more details, insight and critical thought needed	
Leadership and Teamwork	--actively engages others by inviting comments and feedback, constructively challenges the accuracy and relevance of	--engages the comments and feedback of others and at times constructively challenges the accuracy and relevance of	--struggles at times to respond to comments and feedback of others, more active interaction and discussion needed,	

[This file is supplemental material to Joanne Addison, *Building Relevancy and Engagement through Case-Based Learning in English Studies*, prompt 10.1 (2026), doi: 10.31719/pjaw.v10i1.183]

<p>_____ /15 pts</p>	<p>statements made by others, draws critical conclusions and connections in feedback and answering questions, does not attempt to “win” or “overpower” other students</p>	<p>statements made by others, draws some critical conclusions in answering questions, does not attempt to “win” or “overpower” other students</p>	<p>does not attempt to “win” or “overpower” other students</p>	
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