

RUBRIC FOR ORAL COMMUNICATION SKILLS (presentation)

TRAIT	Unacceptable	Acceptable	Exemplary
Content	Student provided minimal content with respect to the purpose and goal of presentation, the relevance of the study conducted, the research design, findings of the study, and conclusion; student was missing important content (such as conclusion or introduction)	Student provided sufficient content with only few errors or minor components missing (ex. When discussing a figure, forgot to clarify what was on the axes for reference)	Student provided all relevant content throughout the presentation
Organization	Student provided a presentation that was disorganized and incoherent (sections of the presentation did not segue from one to the other in an effective manner; the flow of the presentation lacked forethought); student's presentation is either too short or too long	Student provided a clear presentation of ideas with minimal topics being out of order; most sections were given the right amount of time; overall presentation was coherent and of the right length	Student effectively organized the presentation; the discussion was clear and coherent. (student never found need to jump from topic to topic)
Use of Visual Tools	Student either did not use or poorly used visual aids in presentation; minimal effort was put into the visual presentation (ex. lacked consistency across slides when using fonts or color, graphics were haphazardly added without conveying meaning or were inappropriate, etc.)	Student made use of visual aids that were appropriate during presentation.	Student used visual aids exceptionally well to deliver presentation; presentation had visual appeal that added impact and interest (used high quality graphics; used design, animations, color, or font well and in a consistent manner, etc.)
Delivery	Student was incoherent or student did not make eye contact for majority of the presentation (read from notes or slides) or wasn't audible to the majority of the audience	Student spoke clearly, maintained eye contact for majority of the presentation (at times referred to notes or read slides), and was loud enough to be heard by most of the audience	Student spoke clearly, was coherent, maintained eye contact with audience through the presentation (seldom referred to notes), and was loud enough to be heard by the audience

RUBRIC FOR WRITTEN COMMUNICATION SKILLS

TRAIT	Unacceptable	Acceptable	Exemplary
Content – purpose, goal, hypothesis	Student provided minimal content with respect to the purpose and goal of the research/project, and the hypothesis; inadequate review of the literature; did not sufficiently address the relevance of the study	Student provided sufficient content with only minor components missing or incomplete (ex. literature review being adequate)	Student methodically provided all relevant content throughout the project
Content – research design and data	Student’s discussion of the research design was largely flawed or incomplete (ex. student did not discuss why fixed effects were used); discussion of data was limited, missing or filled with errors	Student provided sufficient content with only minor components missing or incomplete (ex. sources for some data were not discussed)	Student methodically provided all relevant content throughout the project
Content – findings, conclusion, limitations/future research	Student provided a minimal or poor discussion of the results;; student provided an incomplete conclusion and limitations/future research directions were not addressed	Student provided sufficient content with only minor components missing or incomplete (ex. conclusion was incomplete)	Student methodically provided all relevant content throughout the project
Organization	Student project was disorganized: ideas were poorly developed and presented (ideas did not segue from one to the other in an effective manner, transitions were abrupt or missing); student did not follow the required format (ex. introduction, followed by literature review, discussion of data, methodology etc)	Student provided a clear write-up of ideas with some disorganization (a few illogical statements and transitions were present); most sections were adequately developed ; student followed required format.	Student effectively planned the write-up: ideas were clearly organized, transitions were coherent and logical, required format was followed
Language/Style	Student did not use appropriate language; project was filled with grammatical errors; or student’s sentence structure was flawed/awkward and interfered with comprehensibility (sentences had to be repeatedly re-read in order to determine meaning)	Student used appropriate language; student made few grammatical errors (repeatedly spelled than instead of then), and sentence structure was largely correct (meaning could be ascertained most of the time)	Student used appropriate language; write-up was largely free of grammatical errors, and sentence structure was flawless

RUBRIC FOR QUANTITATIVE SKILLS

TRAIT	Unacceptable	Acceptable	Exemplary
Student was able to identify and use an appropriate mathematical or econometric concept to analyze a specific economic issue	Student was unable to determine correct econometric or mathematic concept; Correct tool chosen, but student was unable to use it or showed limited understanding of its use.	Student was able to use correct econometric or mathematic concept; but student showed average understanding of the concept.	Student convincingly demonstrated an ability to correctly identify and effectively use the correct econometric or mathematical concept
Student was able to effectively present/display findings using alternative mediums (such as graphs, equations, tables, etc)	Student was unable to present their findings using the appropriate mediums; or made multiple errors in displaying findings (such as mislabeling axes, did not provide titles of variables on figures, was unable to write the fitted equation for the estimated model etc.)	Student was able to make use of appropriate mediums in presenting work; minimal errors were present	Student was able to effectively and correctly display findings; student was extremely clear in his presentation of results (no errors were made)
Student was able to interpret the quantitative findings of the analysis and effectively connect the quantitative information in supporting an argument	Student incorrectly interpreted findings, and was unable to link findings to an economic argument	Student interpreted main findings correctly, but showed an average ability in using the findings as support to the main argument	Student interpreted findings correctly; showed exemplary ability in using findings effectively as supporting evidence in making an economic argument

RUBRIC FOR ANALYTICAL SKILLS

TRAIT	Unacceptable	Acceptable	Exemplary
<p>Student was able to summarize the key issue/problem/question of study, and was able to formulate a meaningful research hypothesis based on the summary.</p>	<p>Student was unable to articulate the problem/issue under study; or student was unable to articulate the hypothesis; or student's hypothesis was not related/linked to the summary of the study</p>	<p>Student was able to articulate and effectively summarize the issue/question/problem under study, with minimal errors in logic. Student formulated a meaningful research hypothesis</p>	<p>Student effectively articulated the issue/question/problem under study and formulated a meaningful research hypothesis; student provided context for hypothesis using the summary</p>
<p>Student was able to gather and process data to use in testing the research hypothesis.</p>	<p>Student gathered and used data that was not conducive to testing the research hypothesis; student did not demonstrate an understanding of what data was needed to test the hypothesis</p>	<p>Student was able to gather and use supporting data in testing the research hypothesis (gathered sufficient data)</p>	<p>Student showed grasp over gathering relevant data conducive to testing the research hypothesis and showed exemplary understanding for the need of a wide range of data (even if data could not be obtained) to test hypothesis</p>
<p>Student was able to conduct an appropriate empirical test of the research hypothesis.</p>	<p>Student was unable to identify and conduct an appropriate empirical test; or conducted the the empirical test with several errors (i.e. student consistently made errors in conducting empirical test)</p>	<p>Student was able to conduct an appropriate empirical test of the research hypothesis with minimal errors</p>	<p>Student was able to conduct an appropriate empirical test of the research hypothesis</p>
<p>Student was able to accurately analyze results of the empirical test to reach meaningful conclusions, articulate limitations of the analysis, and potential next steps.</p>	<p>Student was unable to evaluate results and provide meaningful conclusions; student did not provide (or very poorly provide) shortcomings of the analysis and did not identify next steps</p>	<p>Student provided sufficient critical analysis of the results, identified some shortcomings of the analysis (but did not coherently explain the reason for the shortcomings or how these could be resolved in further research)</p>	<p>Student articulated and analyzed the results; student critically evaluated the findings (was able to provide meaningful discussion of the limitations of the study and was able to identify potential future research in the area)</p>