

# MA Economics Written Communication Rubric

Student Learning Objectives:

- *Written Communication.* Graduate students will demonstrate the ability to present in writing a coherent, logical economic argument grounded in economic theory and methods in writing.
- *Use of Technology – Written Component.* Graduate students will use appropriate computer technologies to develop research problems and present written economic arguments.

**Instructions:** Pick an assignment that addresses the dimensions of the rubric to assess. Apply the rubric to gauge the student's level of performance for each dimension. Indicate the level at which the student performs on the accompanying score sheet. If a student engages in academic dishonesty, do not grade and make a note of it.

Dimensions	Performance Categories		
	2	1	0
<b>Written communication of economics</b>	Economic principles and theories were communicated accurately and correctly.	Some economic principles and theories were communicated correctly.	Few economic principles were used or were communicated incorrectly.
<b>Organization</b>	Paper is organized, informative, and maintains the reader's attention.	Paper is mostly organized and informative.	Paper is unorganized and provides little new information.
<b>Written skills</b>	Writer shows command of the written language: syntax, grammar, references, and style.	Writer shows command of the written language with few errors in syntax, grammar, references, and style.	Writer shows little command of the written language with errors in syntax, grammar, references, and style.
<b>Sense of audience</b>	Conveys an accurate sense of target audience with appropriate use of economic language.	Mostly conveys a sense of the target audience.	Inconsistent sense of audience and/or uses language inappropriate to the targeted audience.
<b>Assignment followed</b>	Paper mostly adheres to requirements of the assignment and stays within the page limitation.	Paper is consistent with the requirements of the assignment and may exceed or shirk the page limitation.	Paper is not consistent with the assignment and strays over or shirks the page limitation.
<b>Use of technology</b>	Technology is used and enhances the paper.	Technology is used, but does not enhance the paper.	Technology is not used, used incorrectly, or detracts from the paper.

Ways to think about the student's level of performance:

	2	1	0
<b>Standard Definition</b>	Achieves/masters all or most expectations/standards	Achieves/masters some expectations/standards	Fails to achieve/master expectations/standards
<b>Proficiency Definition</b>	Proficient	Limited Proficiency	Not Proficient
<b>Grade Definition</b>			
Undergraduate	A or B	C	D or F
Graduate	A	B	C, D or F
<b>Percent Definition</b>			
Undergraduate	>79%	65-79%	<65%
Graduate	>87%	80-87%	<80%
<b>Word Definition</b>	Superior, Excellent, or Good	Satisfactory or Adequate	Substandard, Poor, Unacceptable, or Failing