

MA Economics Oral Communication Rubric

Student Learning Objectives:

- *Oral Communication.* Graduate students will demonstrate the ability to present orally a coherent, logical economic argument grounded in economic theory.
- *Use of Technology – Oral Component.* Graduate students will use appropriate computer technologies to develop research problems and present written and oral 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 |
| Oral communication of economics | 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. |
| Organization | Presentation is organized, informative, and maintains the audience's attention. | Presentation is somewhat organized and informative. | Presentation is disorganized and provides little information. |
| Oral skills | Presenter(s) show command of presentation: eye contact, voice, and body language. | Presenter(s) show only some command of presentation: eye contact, voice, and body language. | Presenter(s) show little command of presentation: eye contact, voice, and body language. |
| Group preparation | Most group members are prepared and participate. Transition between group members is smooth. | Only some group members are prepared and participate. Transition between group members is rough. | Few group members are prepared and participate. Transition between group members is labored. |
| Assignment followed | Presentation mostly adheres to requirements of the assignment and stays within the time limitation. | Presentation is consistent with the requirements of the assignment and may exceed time limitation slightly. | Presentation is not consistent with the assignment and strays over the time limitation. |
| Use of technology | Technology is used and enhances the presentation. | Technology is used, but does not enhance the presentation. | Technology is not used, used incorrectly, or detracts from the presentation. |

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

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