

# MA Economics Research Rubric

Student Learning Objective:

- *Research.* Graduate students will be able to apply economic theory and methods at an advanced level to selected economic topics through independent research.

**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>Hypothesis/ Problem</b>	Research explicitly stated a testable hypothesis or problem statement that was well grounded in economic literature or theories.	Hypothesis or problem statement was underdeveloped or lacked specificity.	Research lacked a coherent hypothesis or problem statement.
<b>Research design</b>	Research tests the hypothesis (addresses problem); avoids any obvious biases; flows from previous research; thoroughly describes the population, sample, data; and provides evidence of robustness in results.	Research is loosely tied to hypothesis/problem; may have some biases; is only modestly linked to previous research; superficially describes the population, sample, data; or show little robustness in results.	Research does not address the hypothesis/ problem; shows evidence of bias; fails to build upon previous work; fails to describe adequately the population/sample/or data, or does not allow for verification of findings.
<b>Methods and analysis</b>	Statistical (or other) methods and analysis are appropriate and produce results that test the hypotheses (address the problem).	Most statistical methods and analysis relate to and are appropriate for testing the hypothesis (addressing the problem).	Statistical methods and analysis are not appropriate for testing the hypothesis (addressing the problem).
<b>Use of data</b>	Data are of high integrity, appropriate for testing the hypotheses (addressing the problem), and usable with design, methods, and analysis.	Data may be of high quality but are loosely connected to research design and methods.	Data quality is suspect; data are not appropriate for testing hypothesis/ addressing the problem), or usable with design, methods or analysis.
<b>Interpretation of results</b>	Conclusions are appropriately and innovatively derived from analysis and research design and are discussed in the context of the hypothesis or problem and without bias.	Conclusions are loosely tied to results or hypothesis/problem statement.	Conclusions are inappropriate, given research; are discussed with little regard to the hypothesis or problem statement; or show bias in interpretation.
<b>Documentation</b>	Sources are properly cited, both in text and in references.	Most sources are cited, or citations are not properly constructed.	Few sources were cited or citations are so poorly constructed that verification was not possible.

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