

## Economics Writing Example Rubric

*Learning outcome: Students will be able to apply economic theory and empirical data to analyze policy issues.*

*Work product: Writing Assignment*

Learning Outcome Component	4	3	2	1
<b>Identification of criteria</b>				
Defines criteria for assessment of the policy issue	Clearly (correctly) defines the criteria used to assess the implications of the research question	Provides definitions of the criteria used to assess the implications of the research question, but it is unclear	Provides definitions of the criteria used to assess the implications of the research question, but at least one definition is not factually correct	Does not correctly define criteria used
Weighs the relative importance of the criteria	Indicates the relative weighting (importance) of the criteria and provides a rationale for the weighting scheme	Weighting scheme and rationale, although present, are unclear	Weighting scheme, although present, is unclear; no rationale for the weighting scheme is provided	Does not identify the relative weighting (importance) of the criteria
<b>Theoretical analysis</b>				
Applies a production possibility diagram to the policy issue	Clearly presents and fully explains the impact of the proposed change in terms of a production possibility frontier (PPF) diagram	Presents and explains the impact of the proposed change in terms of a PPF diagram, but explanation is unclear	Presents and explains the impact of the proposed change in terms of a PPF diagram, but presentation contains factual errors	Does not present the impact of the proposed change in terms of a PPF diagram or the presentation contains serious factual errors
Applies a supply and demand diagram to the policy issue	Clearly presents and fully explains the impact of the proposed change in terms of a supply and demand diagram	Presents and explains the impact of the proposed change in terms of a supply and demand diagram, but explanation is unclear	Presents and explains the impact of the proposed change in terms of a supply and demand diagram, but presentation contains factual errors	Does not present the impact of the proposed change in terms of a supply and demand diagram or the presentation contains serious factual errors
Applies a production costs/supply diagram to the policy issue	Clearly presents and fully explains the impact of the proposed change in terms of a production costs/supply diagram	Presents and explains the impact of the proposed change in terms of a production costs/supply diagram, but explanation is unclear	Presents and explains the impact of the proposed change in terms of a production costs/supply diagram, but presentation contains factual errors	Does not present the impact of the proposed change in terms of a production costs/supply diagram or the presentation contains serious factual errors
<b>Empirical analysis</b>				
Analyzes economic data in support of their position	Provides an analysis of economic data that support the position; quantitative and qualitative information are presented accurately	Provides an analysis of economic data that support the position; quantitative <i>or</i> qualitative information is presented accurately	Provides an analysis of economic data that support the position; discussion is unclear or contains factual errors	Does not provide an analysis of economic data that supports the position or the analysis contains serious factual errors
<b>Integration of analysis</b>				
Integrates analyses and stated criteria for assessment	Provides a clear link between the theoretical and empirical analyses and the assessment criteria	Provides some link between the theoretical and empirical analyses and the assessment criteria	Provides some link between the theoretical and empirical analyses, but does not provide a link between the assessment criteria and the analyses	Does not provide a link between the theoretical and empirical analyses and the assessment criteria

Rubric is a modification of one presented by: Walvoord, B. (2004). *Assessment clear and simple: A practical guide for institutions, departments, and general education*. San Francisco: Jossey-Bass Publishers.

<http://academics.lmu.edu/spee/officeofassessment/assessmentresources/rubrics/examplerubrics/economicswritingexamplerubric/>