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| **COMPETENCIES** | **Exemplary - 3** | **Competent - 2** | **Developing - 1** |
| **Analytical** | * Thesis or central idea is clear, compelling, arguable, original, and complex.
 | * Thesis/central idea is clear but somewhat simplistic, obvious, and/or superficial
 | * Thesis/central idea may be absent or unclear or unfocused or confused
 |
| * Analytical framework demonstrates a sophisticated understanding of economic theories with insightful assumptions that lends itself to convincing conclusions.
 | * Framework demonstrates adequate understanding of economic theories sufficient to the purpose with defendable assumptions that lends itself to useful conclusions
 | * Framework makes inappropriate or incomplete use of economic theory or uses assumptions that are unreasonable, and that does not lead to a useful conclusion
 |
| * Analysis uses innovative quantitative techniques that demonstrate a creative approach to the problem.
 | * Analysis uses competent quantitative techniques appropriate to the problem and accepted in the discipline.
 | * Quantitative techniques are inappropriate to the problem or failed to make a substantial contribution to the problem
 |
| **Critical Thinking** | * Demonstrated sophisticated understanding of the impact of assumptions, parameters, and robustness of the results presented, and the robustness of the result is very high.
 | * Good understanding of the robustness of results, but robustness still vulnerable to the way the analysis was done.
 | * Insufficient or erroneous explanation of the robustness of the result to the way the analysis was done.
 |
| * Analysis results comprehensively used to generate and evaluate policy alternatives.
 | * Analysis results useful for answering specific question for which the analysis was designed but does not offer broader insight into the problem.
 | * Results do not contribute to answering research question or are not useful to a policy maker/planner/manager.
 |
| **Quantitative** | * Application of innovative mathematical and econometrics tools to analyze economic problems.
 | * Application of mathematical and econometrics tools were sufficient and appropriate to analyze economic problems.
 | * Formal mathematical and/or econometric tools were not applied, or tools applied were not appropriate to address the economic problems under study
 |
| **Statistical** | * Original dataset is used to analyze the problem under study. Collected sufficient data observations from reliable sources that are suitable for econometric analysis. Able to organize and manipulate data for conducting economic analysis. Understood limitations of the data.
 | * Collected enough data observations from reliable sources that are suitable for econometric analysis. Was able to organize and manipulate data for conducting economic analysis. Understood limitations of the data.
 | * Data collected is not suitable for econometric analysis; or data was not collected from reliable sources; or data was not manipulated to be suitable for econometric analysis.
 |
|  | * Graphs, figures and tables presented in the thesis provide key insights into the investigation; they represent a sophisticated visual description of the data and the results of the empirical analysis
 | * Graphs and figures presented in the thesis adequately accompany the investigation of the hypothesis being examined; they present an adequate visual description of the data and the results of the empirical analysis.
 | * Graphs and figures presented in the thesis do not further the investigation; they are an inaccurate visual description of the data, and the results.
 |
|  | * Thesis presents sophisticated use of statistical methods and statistical software in the empirical analysis.
 | * Thesis presents adequate use of statistical methods and statistical software in the empirical analysis.
 | * Thesis presents insufficient and inaccurate use of statistical methods and statistical software in the empirical analysis.
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| **PROFICIENCES** | **Accomplished - 3** | **Competent - 2** | **Developing - 1** |
| **Economic Literacy** | * Demonstrates a complete, accurate, engaging, and insightful understanding of core and advanced economic concepts
 | * Demonstrates accurate understanding and use of core economic concepts, but uneven understanding and use of advanced concepts
 | * Shows inaccurate and incomplete understanding OR accurate but superficial understanding OR does not move beyond a simple summary and description of core economic concepts.
 |
| * Cohesive, and comprehensive literature review that effectively articulates and communicates the relevant thesis and ideas of the literature reviewed
 | * Cohesive and comprehensive literature review, but lacks effective communication and articulation of relevant dimensions.
 | * Disorganized and incomplete literature review
 |
| **Communication**  | * *(Written and Oral)* Focused and logical development of thesis/ideas throughout
 | * *(Written and Oral)* Maintains focus with minor logical lapses or unevenness in development of thesis/ideas
 | * *(Written and Oral)* Focus shifts or is lacking altogether; weak or illogical development of idea/argument
 |
| * *(Written)* Consistently and accurately uses citations in all common styles (e.g., MLA , APA, Chicago, Turabian)
 | * *(Written)* Some errors in use of citations or limited knowledge of various citation styles
 | * *(Written)* Many errors in citation format or inappropriate choice of citation format
 |
| * *(Written)* Writing is well-organized and structured with fully developed introduction and conclusion, cohesive paragraphs, effective organization, and smooth transitions throughout.
 | * *(Written)* Writing has identifiable and effective introduction and conclusion, unified paragraphs with some gaps in cohesion, some weak or rough transitions, or mild weaknesses in organization
 | * *(Written)* Introduction and conclusion ineffective or absent, poor transitions hindering readability, and poor organization
 |
| * *(Written)* Highly proficient and complex use of English language
 | * *(Written)* Mostly correct use of English but lacking in complexity
 | * *(Written)* Frequent errors in language use that impede readability
 |
| * *(Written and Oral)* Communication is finely tuned for its intended audience and purpose with an appropriate level of technical detail and intuitive interpretation in discussing analysis and presenting conclusions
 | * *(Written and Oral)* Some aspect of communication may be inappropriate for the intended audience or purpose (lacking important technical aspects for expert audiences or too technical for lay audiences); provides a basic intuition
 | * *(Written and Oral)* Communication significantly inappropriate for its intended audience or purpose and fails to provide an intuitive interpretation
 |
| * *(Oral)* Varied, engaging, and clear speech
 | * *(Oral)* Understandable speech with limited tonal variation
 | * *(Oral)* Speech is difficult to hear or understand, broken by fillers and/or very monotonal
 |
| * *(Oral)* Physical manner is audience-focused and complements the presentation without being a distraction
 | * *(Oral)* Physical manner acknowledges the audience and is not overly distracting
 | * *(Oral)* Physical manner ignores the audience and/or is a distraction from the speaker’s message
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