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Everyday Macroeconomics: An Indicator Assessment Project: Rubrics and Evaluation

Everyday Macroeconomics: An Indicator Assessment Project—Instructor (50% weight)
Content specific elements:

Criteria	Excellent Score: 3	Good Score: 2	Average Score: 1
Introduction of the indicator	Topic introduced clearly and in an interesting way. Purpose of talk was made clear. Outline of points was given.	Topic introduced clearly, and purpose of talk was made clear.	Topic introduced.
Description of the indicator	A very good understanding of the topic shown. Links and connections between ideas made clear. Information was relevant and well expressed in own words. Points were well organized and developed with sufficient and appropriate details.	Good understanding of topic shown. Links and connections between ideas made clear. Information was relevant and expressed in own words. Points were developed with sufficient and appropriate details.	Some understanding of topic shown. Some links and connections made between ideas. Points are usually developed with minimum detail. Information is usually relevant.
Explanation of the significance of the indicator	Speakers explained the indicator clearly and accessibly, including new information that enabled greater understanding of course material.	The speakers explained the indicator but not in a manner accessible to all students. Not clear that speakers completely understood the explanation they provided.	Some attempt was made to explain the indicator but the explanation was incomplete.
Explanation of the indicator in terms of coursework covered in the class	Speakers were able to draw from the course material and reinforce themes stated in class.	Speakers loosely connected their discussion to the course material.	Some attempt was made to connect the presentation content to the course material.

**Everyday Macroeconomics: An Indicator Assessment Project—Instructor (50% weight)-
continued**

Presentation specific elements:

Ability to engage and involve audience	An interesting or original approach was taken to the topic. Speakers used props, interesting facts, and promoted direct audience participation. Speakers were able to effectively engage and maintain interest.	An interesting approach taken to topic. Speakers used props, interesting facts, and promoted direct audience participation.	Some eye contact was made. Techniques used to engage audience were minimal, or mainly ineffective.
Vocabulary, sentence structure, grammar	The vocabulary of the presentation was appropriate for the topic. A variety of phrases and sentence structures were used. The presentation content was grammatically correct.	The vocabulary of the presentation was appropriate for the topic. Sentence structures were usually correct. The presentation content was usually grammatically correct.	The vocabulary of the presentation was mainly appropriate for the topic. The presentation content was occasionally grammatically correct.
Pronunciation	Pronunciation and intonation is correct and confident.	Pronunciation and intonation is usually correct.	Pronunciation occasionally correct, but often hesitant and inaccurate.
Presentation slides and embedded multimedia	Presentation slides were carefully prepared and supported the presentation effectively. They clarified and reinforced the spoken message. The aids added impact and interest to the presentation.	Presentation slides supported the presentation effectively. They clarified and reinforced the spoken message.	Presentation slides were occasionally appropriate and related to the spoken message.
Conclusion of topic	The presentation was summed up clearly and effectively, with key points emphasized.	The presentation was summed up clearly.	An attempt was made to conclude the presentation.
Answering questions from audience	Questions answered with little difficulty. Very good knowledge of the topic was demonstrated. Language was correct and fluent.	Most questions answered. Answers showed good knowledge and understanding of the topic. Language was mainly correct.	Not all questions could be answered. Questions answered with difficulty, and little knowledge of the topic was demonstrated.

Note: A “Poor” performance would be equivalent to a numeric score of “0” and would be provided to presentations that failed to meet “Average” requirements. The column for this category is not provided given this definition.

Everyday Macroeconomics: An Indicator Assessment Project —Individual Student Audience Member Assessment (Average score, 40% weight)

Assign values and provide a paragraph stating strengths and weaknesses of group and group member specific elements; additionally, provide justification for score of “overall assessment”- this can be either a separate or within the same paragraph.

Category	Excellent Score: 4	Good Score: 3	Average Score: 2	Poor Score: 1
Preparedness	The team is completely prepared and has obviously rehearsed.	The team seems pretty prepared but might have needed a couple more rehearsals.	The team is somewhat prepared, but it is clear that rehearsal was lacking.	The team does not seem at all prepared to present.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89-75%) of the time.	It was hard to tell what the topic was.
Content	Shows a good understanding of the topic.	Shows a good understanding of most of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Overall Assessment	Overall, the presentation was excellent.	Overall, the presentation was well done (good).	Overall, the presentation was average.	Overall, the presentation was poor.

Everyday Macroeconomics: An Indicator Assessment Project—In-group Assessment (10% weight)

Group member individual assessments are based on a numeric score of 1 to 5 where 5 represents the highest or best attainable outcome. The quantitative score is dependent on qualitative assessment of the group member’s participation and engagement in the project. The numeric score provided requires at minimum a short paragraph describing the member’s efforts that justified the score received.