

The President's Dilemma: Rubric for Group Oral Presentation on Economic Policy

Component and the Recommended Value	Exceeds Standards (score 4–5)	Meets Standards (score 3)	Does Not Meet Standards (score 1–2)
<p>Understanding of the Problem (10%)</p> <p>Key Aspects:</p> <ul style="list-style-type: none"> The economic problem facing the nation The fiscal and monetary policy tools available to the President 	<p>Describes the problem clearly, accurately and completely in terms of all key aspects</p> <p>Solution to the problem is completely consistent with the scenario as presented; the parameters of the problem have not been altered and/or facts “made up” to avoid grappling with key aspects of economics</p>	<p>Describes the problem clearly and accurately, in terms of most key aspects</p> <p>Solution to the problem is generally consistent with the scenario as presented; the parameters of the problem have not been altered significantly and/or facts “made up” to avoid grappling with key aspects of economics</p>	<p>Does not describe the problem clearly and accurately, or omits most or all key aspects</p> <p>Solution to the problem is not consistent with the scenario as presented; the parameters of the problem may have been altered and/or facts “made up” to avoid grappling with key aspects of economics</p>
<p>Understanding of Economics (60%)</p> <p>Key Points:</p> <ul style="list-style-type: none"> Definition and understanding of the economic problems of unemployment and inflation The fiscal and monetary policy alternatives Definition and potential effects of demand-side and supply-side strategies The final policy option selected and justification of that selection Why the economic benefits outweigh the costs of the selected policy Impact of solution on the federal budget 	<p>All key points are clearly, accurately and completely discussed using sound economic thinking and vocabulary</p>	<p>All key points are clearly and accurately discussed while attempting to use accurate economic thinking and vocabulary</p>	<p>The information in the presentation is unclear and/or economic thinking may be incorrect. Any or all key points may be missing or inaccurately discussed</p>

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Component and the Recommended Value	Exceeds Standards (score 4–5)	Meets Standards (score 3)	Does Not Meet Standards (score 1–2)
<p>Defense of Presentation (Q & A) (10%)</p>	<p>All members of the group are able to directly answer questions and persuasively justify their decisions in terms of economics</p> <p>Answers to questions use correct, detailed economic thinking and terminology and make powerful, articulate points in defense of the group's proposal</p> <p>The drawbacks of the plan are acknowledged and directed to the panel members who may be negatively affected by it</p>	<p>Most members of the group are able to answer questions and justify their decisions in terms of economics</p> <p>Answers to questions use correct economic thinking and terminology and make clear points in defense of the group's proposal</p> <p>An attempt is made to acknowledge the drawbacks of the plan to the panel members who may be negatively affected by it</p>	<p>Only one or no member of the group is able to correctly answer questions or justify decisions in terms of economics</p> <p>Answers to questions use incorrect economic thinking and terminology and/or include inconsistent or confusing points</p> <p>No attempt is made to justify the drawbacks of the plan to the panel members who may be negatively affected by it</p>
<p>Visuals Aids for Presentation (10%)</p>	<p>Answers to questions may bring new, relevant information to light; answers do not simply repeat the same information over again</p> <p>No information used in an answer is assumed or fictionalized; if necessary, an answer may be, "I don't know" and the need for further study is acknowledged</p> <p>Visual aids use accurate information and enhance the presentation by addressing key economic concepts</p> <p>Layout, color, design elements, headings, and text are carefully done and professional-looking; all information is clearly readable and understandable</p>	<p>Answers to questions may bring new, relevant information to light; some answers may simply repeat the same information over again</p> <p>No significant information used in an answer is assumed or fictionalized</p> <p>Visual aids use accurate information and support the presentation by addressing key economic concepts</p> <p>Layout, color, graphic elements, headings, and text show some care was taken; significant information is for the most part clearly readable and understandable</p>	<p>Answers to questions do not bring new information to light and answers simply repeat the same information over again</p> <p>Some significant information used in an answer may be assumed or fictionalized</p> <p>Visual aids have incorrect information and/or distract from the presentation, and/or do not address key economic concepts</p> <p>Layout, color, graphic elements, headings, and text show little evidence that care was taken; significant information is unclear or not understandable</p>

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Component and the Recommended Value	Exceeds Standards (score 4–5)	Meets Standards (score 3)	Does Not Meet Standards (score 1–2)
<p>Oral Presentation Skills (10%)</p>	<p>Stays within the 5–8 minute time limit and is not redundant, wordy, nor too brief in any aspect</p> <p>All group members participate substantively and roughly equally</p> <p>Presentation is clearly organized and flows well with effective transitions; it is not rushed or drawn-out</p> <p>Presentation is professional in style; it features appropriate dress, posture and gestures; a clear, strong, expressive voice; frequent eye contact; awareness of the audience</p>	<p>Stays within the 5–8 minute time limit; may be a bit too brief or too lengthy in some aspects; may be somewhat wordy or repetitive</p> <p>All group members participate substantively</p> <p>Presentation is organized; some parts may be somewhat unclear, too brief or too lengthy</p> <p>Presentation is mature in style and features appropriate dress, posture and gestures; a clear voice; some eye contact; some awareness of the audience</p>	<p>Does not fit within the 5–8 min. time limit</p> <p>Only one group member participates substantively</p> <p>Presentation lacks organization</p> <p>Presentation style is unprofessional and/or immature; does not feature appropriate dress, posture and gestures; a clear, strong, expressive voice; frequent eye contact; awareness of the audience</p>