

Assessment Rubric for Senior Thesis in Economics-Accounting

Student Name: _____
 Reader Name: _____
 Term: _____

1. Theory Literacy and Competence						
Learning Outcomes	Highly Developed 4	Developed 3	Emerging 2	Initial 1	N/A	Score
Context and purpose of thesis	Demonstrates a thorough understanding of context, and importance of research question within that context	Demonstrates adequate but less-than-thorough consideration of context, and importance of research question within that context	Demonstrates awareness of context and importance of research question within the context	Demonstrates minimal attention to context and importance of research question within that context		
Content originality	Demonstrates clear novelty and originality and addresses an important issue not currently understood by accountants and/or academics	Demonstrates adequate novelty and originality and addresses an issue not completely understood currently by accountants and/or academics	Demonstrates some novelty and originality and adds somewhat to what is currently understood by accountants and/or academics	Demonstrates minimal originality in addressing an issue beyond what is currently understood by accountants and/or academics		
Sources and <u>review of extant evidence</u>	Demonstrates skillful use of high-quality credible, relevant sources to outline the <u>existing</u> professional and/or academic knowledge and evidence on the research question	Demonstrates adequate use of credible, relevant sources to outline the <u>existing</u> professional and/or academic knowledge and evidence on the research question	Demonstrates awareness of credible, relevant sources to outline the <u>existing</u> professional and/or academic knowledge and evidence on the research question	Demonstrates minimal use of relevant sources to outline the <u>existing</u> professional and/or academic knowledge and evidence on the research question		

2. Analytic & Communication Skills Literacy & Competence						
Learning Outcomes	Highly Developed 4	Developed 3	Emerging 2	Initial 1	N/A	Score
Content development	Uses appropriate, relevant, and compelling logic and/or argumentation illustrating mastery of the subject and leading to <u>development of</u> appropriate testable hypotheses, defensible proposition(s)/position(s), or questions needing resolution	Uses adequate relevant logic and/or argumentation leading to <u>development of</u> appropriate testable hypotheses, defensible proposition(s)/position(s), or questions needing resolution	Uses some relevant logic and/or argumentation leading to <u>development of</u> appropriate testable hypotheses, defensible proposition(s)/position(s), or questions needing resolution	Uses minimal logic and/or argumentation leading to <u>development of</u> appropriate testable hypotheses, defensible proposition(s)/position(s), or questions needing resolution		
Evidence collection	Demonstrates skillful collection of high-quality, credible and relevant data or other evidence to test hypotheses or provide support for the proposition(s)/position(s)	Demonstrates adequate collection of credible and relevant data or other evidence to test hypotheses or provide support for the proposition(s)/position(s)	Demonstrates collection of some credible and relevant data or other evidence to test hypotheses or provide support for the proposition(s)/position(s)	Demonstrates minimal credible and relevant data or other evidence to test hypotheses or provide support for the proposition(s)/position(s)		
Control of language and communication	Uses academic or professional language that efficiently and effectively communicates meaning to readers with clarity and precision, and is virtually error-free	Uses language that generally communicates meaning to readers adequately, and with few errors or problems	Uses language that generally communicates meaning to readers, although there are quite a few errors or problems	Uses language that sometimes impedes meaning and hinders comprehension because of errors or problems		

3. Methodological Literacy & Competence						
Learning Outcomes	Highly Developed 4	Developed 3	Emerging 2	Initial 1	N/A	Score
Statistical or other analysis in support of conclusions	Statistical or other analyses, calculations, estimations, simulations, case studies, etc. are comprehensive, careful, thorough and virtually error-free	Statistical or other analyses, calculations, estimations, simulations, case studies, etc. are careful, adequate and with few errors or inadequacies	Statistical or other analyses, calculations, estimations, simulations, case studies, etc. are generally adequate but with quite a few errors or inadequacies	Statistical or other analyses, calculations, estimations, simulations, case studies, etc. are minimally adequate		
Interpretation of analysis	Converts analyses skillfully and correctly into support or rejection of hypotheses or proposition(s)/position(s), or into successful resolution of the research question. The interpretation is virtually error-free.	Converts analyses generally adequately into support or rejection of hypotheses or proposition(s)/position(s), or into successful resolution of the research question. There are few serious errors or inadequacies in the interpretation.	Converts analyses generally adequately into support or rejection of hypotheses or proposition(s)/position(s), or into successful resolution of the research question. However, there are quite a few serious errors or inadequacies in the interpretation.	Converts analyses with minimal adequacy into support or rejection of hypotheses or proposition(s)/position(s), or into successful resolution of the research question.		
Assumptions and limitations	Explicitly describes assumptions and limitations of the study as appropriate, and provides compelling rationale for why each assumption is appropriate. Describes explicitly how confidence in final conclusions is limited by the accuracy of these assumptions and/or limitations of the study.	Directly or indirectly describes assumptions and limitations of the study, and provides acceptable rationale for why most assumptions are appropriate. Communicates directly or indirectly how confidence in final conclusions is limited by the accuracy of these assumptions and/or limitations of the study.	Demonstrates awareness of assumptions and limitations of the study, and often provides some rationale for these. Demonstrates awareness of how confidence in final conclusions is limited by the accuracy of these assumptions and/or limitations of the study.	Demonstrates minimal awareness of assumptions and limitations of the study, or of the need to temper final conclusions because of these assumptions and/or limitations.		

3. Methodological Literacy & Competence (continued from page 3)

Learning Outcomes	Highly Developed 4	Developed 3	Emerging 2	Initial 1	N/A	Score
Conclusions	Conclusions are entirely appropriate and follow from the evidence, argumentation and analyses. Conclusions are also appropriately tempered in view of significant assumptions made and limitations of the study.	Conclusions are generally appropriate and follow from the evidence, argumentation and analyses. Conclusions are also adequately tempered in view of the most important assumptions and limitations of the study.	Conclusions generally follow from the evidence, argumentation and analyses, but some inappropriate, untenable or over-reaching conclusions are also present. Conclusions may also not be adequately tempered in view of the assumptions and limitations of the study.	Conclusions follow minimally from the evidence, argumentation and analyses. Conclusions may also not be adequately tempered in view of the assumptions and limitations of the study.		