**Economics**

**Grading Rubric**

**2016**

**Identification-**

5-(A) - Students are able to portray advanced proficiency in this skill. In this category students can show a complete understanding of terms by not only recognizing economic implications but students are also able to correctly use terms and concepts in a way that shows a grasp of economic literacy. Students will be demonstrating mastery through assignments, application assessments, and unit exams.

4(B) - Students are able to portray proficiency in this skill. In this category students can show an understanding of terms and recognize economic implications but students still have minor issues with usage.

3 (C) - Students are able to portray partial proficiency in this skill. In this category students can show an understanding of terms and are able to define them but still struggle to recognize economic implications as well as having minor issues with usage.

2 (D) - Students are still developing proficiency in the skill. In this category students can recognize the terms and are able to define them but still cannot recognize economic implications as well as having major issues with usage.

1 (F) - Students are non-proficient in the skill. In this category students cannot recognize the terms and are unable to define them and cannot recognize economic implications as well as having major issues with usage.

**Explanation, Reasoning, & Understanding**

5 (A) - Students are able to portray advanced proficiency in this skill. In this category students are able to understand and explain how economic concepts impact varied situations and can clearly use economic reasoning to solve issues. Students are able to demonstrate mastery of the skill through assignments, application assessments and unit exams.

4 (B) - Students are able to portray proficiency in this skill. In this category students are able to understand and explain how economic concepts impact varied situations and make minor mistakes in using economic reasoning to solve issues.

3 (C) - Students are able to portray partial proficiency in this skill. In this category students are able to understand and explain how economic concepts impact varied situations but still make adequate mistakes in using economic reasoning to solve issues.

2 (D) - Students are still developing proficiency in this skill. In this category students struggle to understand and explain how economic concepts impact varied situations and cannot grasp how economics can possibly solve these issues.

1 (F) - Students are non-proficient in this skill. In this category students cannot understand and explain how economic concepts impact varied situations and cannot grasp how economics can possibly solve these issues.

**Graphing & Calculations**

5 (A) - Students are able to portray advanced proficiency in this skill. In this category students are able to manipulate various economic models and formulas in regards to differing variables. Students are able to demonstrate mastery of the skill through assignments, application assessments and unit exams.

4 (B) - Students are able to portray proficiency in this skill. In this category students are able to manipulate various economic models and formulas in regards to differing variables with minor mistakes.

3 (C) - Students are able to portray partial proficiency in this skill. In this category students are able to manipulate various economic models and formulas but struggle when variables are changed.

2 (D) - Students are still developing proficiency in this skill. In this category students are able to recognize but make minor mistakes when asked to manipulate various economic models and formulas and struggle when variables are changed.

1 (F) – Students are non-proficient in this skill. In this category students are unable to recognize economic models and formulas. Students make major mistakes when asked to manipulate various economic models and formulas as well as struggle when variables are introduced.

**Application & Analysis**

5 (A) - Students are able to portray advanced proficiency in this skill. In this category students are able to apply economic concepts and thus are able to transfer, compare, analyze, and create new information and outcomes within the real world. Students are able to demonstrate mastery of the skill through assignments, application assessments and unit exams.

4 (B) - Students are able to portray proficiency in this skill. In this category students are able to apply economic concepts and thus are able to transfer, compare, analyze, and create new information and outcomes within the real world with minor mistakes.

3 (C) - Students are able to portray partial proficiency in this skill. In this category students are able to apply economic concepts to the real world but still struggle to transfer, compare, analyze, and create new information and outcomes from their application.

2 (D) - Students are still developing proficiency in this skill. In this category students struggle to apply economic concepts to the real world and still struggle to transfer, compare, analyze, and create new information and outcomes from their application.

1 (F) - Students are non-proficient in this skill. In this category students cannot apply economic concepts to the real world and thus are unable to transfer, compare, analyze, and create new information and outcomes.