

Student: _____

Reviewer: _____

Date: _____

**Rubric for Assessing MMF Students' Written Communication Skills
(FIN 909 Master's Project)**

Dimensions	Writing Mechanics and Document Appearance	Clarity and Organization	Purpose, Evidence and Content
3 – Exceeds Requirements	Writing is clear, concise and essentially error-free. The document is professional and utilizes visuals (tables, charts, etc.) in an expert way.	The writing flows smoothly from idea to idea. The paper has a clear focus. The reader can easily follow the logic of the ideas presented due to the organization of the report.	The reader is clear about the writer's purpose. The writer has made excellent use of research and sources to support the paper's main point. Writing could be used as a positive example or model for other students.
2 - Meets Requirements	There are some grammatical or mechanical errors in the paper, but these errors did not interfere with the reader's understanding. Style, format and documentation of sources follow convention. There were additional opportunities for the use of visuals.	Sequencing of ideas and transitions between paragraphs and sections is adequate, but could be improved. Sentences structure and word choice could be improved to communicate ideas more clearly.	The purpose and focus of the piece is reasonably clear, but the writer occasionally loses focus. Organization and content are solid, but could be improved. The requirements of the assignment are fulfilled.
1 – Unsatisfactory	Paper contains multiple errors in writing mechanics. Writing doesn't follow conventional style/format. Source documentation is incomplete or doesn't follow convention. Visuals are lacking.	Sentence structure and/or word choice interfere with and obscure meaning. Sequencing of ideas and transitions between paragraphs and sections make following the writer's meaning difficult to understand.	The paper has no main idea. The writer's purpose isn't fully achieved, and parts of the assignment may not be fulfilled. The use of research and sources is inadequate.
Score (circle one)	1 2 3	1 2 3	1 2 3
			Total -

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**Rubric for Assessing MMF Students' Oral Communication Skills
(FIN 909 Master's Project)**

Dimensions	Content	Organization	Delivery
3 – Exceeds Requirements	Student is able to go beyond the presentation's immediate content to interact fluently on the topic and/or put it into a wider context. Student provides in-depth elaboration on aspects of the content.	Student meets #2 plus presents clear transitions and summary information at appropriate points during the presentation. Visuals are unusually well-designed and rely on graphic images in addition to word charts and tables of numbers.	Student is unusually fluent in his/her use of English, individualizes contact with audience members while being inclusive of the whole audience. Presents him/herself in a way that keeps the audience's attention on the message of the presentation. Could be used as a model for other presenters.
2 - Meets Requirements	Student demonstrates thorough understanding of his/her information and is able to respond readily to relevant questions.	Student provides a "road map" for the presentation and develops his/her topic in a way that is easy to follow. Any visuals used are clear and reinforce the presenter's message.	Student can be easily understood, maintains contact with audience members throughout the presentation, and engages in physical movement that positively reinforces his/her message (and is not distracting).
1 – Unsatisfactory	Student demonstrates only a rudimentary grasp of his/her information and has difficulty answering questions related to presentation content.	Student neither communicates a clear structure or "road map" for the presentation nor provides an introduction that helps the audience anticipate the content and flow of the presentation.	Student engages in distracting behavior during the presentation: is hard to hear or understand, does not stay in contact with the audience, and engages in physical movement that distracts from his/her message.
Score (circle one)	1 2 3	1 2 3	1 2 3
			Total -

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**Rubric for Assessing MMF Students' Finance and Software Skills
(FIN 909 Master's Project)**

Dimensions	Finance Theories and Models	Finance Concepts and Techniques	Creation of Finance Knowledge	Software and Data Analysis
3 – Exceeds Requirements	Student has a substantial understanding of financial theories and models relevant to the project hypothesis. Student has considered multiple alternative models and provided substantial justification for choosing the appropriate Model(s) for the required analysis.	Student extends previous research using a progressive approach to the problem. Analysis is elegant and original. Student demonstrates understanding of the nuances of the data and the problem and elaborates on the relevant issues. Student makes a contribution to the current understanding of the issues involved.	Student demonstrates a substantial understanding of how finance knowledge is created through research and data analysis. Project successfully adds to finance knowledge.	Student demonstrates strong programming skills, and knowledge of financial databases, retrieval of data and analysis of large data sets. Student understands weaknesses and limits of the data and the analysis methodology used.
2 - Meets Requirements	Student has sufficient understanding of financial theories and models relevant to project hypothesis. Student is able to select appropriate models for required analysis.	Student employs standard techniques to replicate previous study. Analysis and data are sufficient. Student demonstrates a rudimentary understanding of the data and the problem.	Student demonstrates a sufficient understanding of how finance knowledge is created through research and data analysis. Project reinforces current finance knowledge, but does not add to it.	Student has sufficient programming skills and dataset knowledge for the project. Student is able to access data appropriate for project, but has only basic knowledge of weaknesses and limits of the data and analysis methodology used.
1 – Unsatisfactory	Student has minimal understanding of financial theories and models relevant to project hypothesis. Student has trouble selecting best models for required analysis.	Student has trouble replicating project study without assistance. Analysis and/or data are inappropriate. Student demonstrates little understanding of the data and the problem.	Student has an insufficient understanding of how finance knowledge is created through research and data analysis. Project does not add to or reinforce current finance knowledge.	Student has insufficient programming skills and dataset knowledge for the project. Student is unable to access data without assistance, and has no understanding of weaknesses and limits of the data and analysis methodology used.
Score (circle one)	1 2 3	1 2 3	1 2 3	1 2 3
				Total -

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**Rubric for Assessing MMF Students' Teamwork Skills
(FIN 909 Master's Project)**

Dimensions	Project Planning & Results	Team Management and Mechanics	Team Interaction
3 – Exceeds Requirements	Team members clearly understand each member's knowledge and expertise, and effectively utilize each member's skill set. Team agrees upon project focus, establishes written goals and contingency plans. Team's output is integrated and cohesive, of high quality and professional.	Team has a clear statement of expectations for each team member and has mechanisms in place to communicate and check progress. Each team member offers and accepts constructive criticism and feedback. Team is able to resolve conflict effectively through negotiation and compromise. Each team member makes a significant contribution.	Team members actively listen to other members' ideas. Team members are each given discussion time and collaborate together on information and ideas. Discussions and questions are encouraged and alternate viewpoints entertained. Team members show courtesy and respect to other team members. Team members share the leadership role.
2 - Meets Requirements	Team members are aware of each member's knowledge and expertise but do not effectively utilize each member's skill set. Team agrees upon project focus, but does not establish written goals and contingency plans. Team's output is only roughly integrated or of moderate quality and professionalism.	Team has a general statement of expectations for each team member, has basic mechanisms in place to communicate and check progress. Some team members are reluctant to offer or accept constructive criticism and feedback. Decisions are made inconsistently. One team member may contribute more than the other(s).	Team members listen to other members' ideas but may not interact effectively. Team members occasionally discuss and collaborate on information and ideas. Team members are generally courteous and respectful to each other. One member is the agreed upon leader.
1 – Unsatisfactory	Team members are not aware of each member's knowledge and expertise nor do they utilize each member's skill set. Team has difficulty agreeing upon project focus. Team's output is not integrated nor of moderate quality and professional.	Team does not have a statement of expectations for each team member, nor a process in place to communicate and check progress. Team members do not offer or accept constructive criticism and feedback. Decisions are not made or are made inconsistently. One team member controls the project.	Team members struggle to listen to other members' ideas and do not interact effectively. Team members rarely discuss and collaborate on information and ideas. An atmosphere of open communication has not been established. One member is clearly the dominate leader.
Score (circle one)	1 2 3	1 2 3	1 2 3
			Total -