

## **Scholars of Distinction: Economic Program Overview**

### **Program Criteria**

To receive a Minnesota Scholars of Distinction award, the student applicant must demonstrate skills necessary to identify, access, analyze, organize, and present complex economic information. They should be able to apply principles of economics to public policy issues and relate relevant economic concepts to other subject areas.

Each applicant is expected to demonstrate knowledge of how economics is used to develop understanding of human behavior, markets, government, and public policy; how events and policies impact individual and firm behavior; and how public policies can have unintended consequences.

### **Assessment Elements**

The assessment process will involve three reviewers who will use a rubric to evaluate evidence of a student's understanding of economics and the ability to research and analyze.

### **Project Specifics**

Applicants must submit an Economics Project demonstrating scholarly excellence and personal experience

Project is to be submitted electronically in a format that is clearly organized. The Project must include all of the following items (see below for more details):

- Annotated resume, with testimonials
- Personal statement
- Project development narrative
- Project content
- Annotated bibliography
- Documentation of public presentation of project

## Personal Statements and Supporting Documents

### 1. Annotated resume

- a. The resume should reflect the pathways and experiences that have led you to qualify as a Scholar of Distinction in Economics.
- b. Outline the educational experiences that prepared you for excellence in economics, including specific coursework or training, independent studies, personal experiences.
- c. Identify two individuals familiar with your research and actions related to the project.
- d. (Obtain permission and submit the individual's name, position/title, telephone number and a sentence on why you identified this person. Contact may be made at the discretion of the reviewers.)
- e. Submit in resume format.

### 2. Personal statement - one to two pages, double spaced.

- a. In your own words, describe what economics is and why it is important.
- b. Provide your future goals with respect to the study of economics.
- c. List project goal(s) and explain how and why project was initiated and the research and actions taken to accomplish the project goal(s).

### 3. Project narrative - two to three pages, double spaced

- a. Explain project process from start to finish, outlining key steps that led to project completion.
- b. Describe your project's challenges and successes.
- c. Review the project's impact on your personal growth as well as project results/impact on others.
- d. Scan in supporting material and place within narrative or reference using an addendum. Examples may include photos, press notices, event programs, etc.
- e. Include project journal and self-evaluation.
- f. Conclude narrative with recommendations for others seeking to replicate the project.

### 4. Project Content

- a. The final format of the project could be one of the following: research paper, documentary video, or interactive web site.
- b. The project content should state a clear thesis statement or argument that explains the relevance of the chosen topic and convincingly support the thesis within the project.
- c. The project should demonstrate the applicant can
  - i. apply principles of economics to public policy issues and/or decision-making,
  - ii. provide well-developed economic analysis, and

- iii. acquire and organize economic primary and/or secondary data
- d. The project should use a variety of sources to analyze and compare perspectives and cite and document sources in a bibliography.

#### **5. Annotated bibliography**

- a. Include primary and secondary sources that show depth and breadth of understanding of economics and the research topic.
- b. Citation and annotation formats must be consistent.

#### **6. Documentation of public presentation of project**

- a. Documentation may include script/outline, photos, power point slides, program or CD.
- b. Include evidence of feedback, review or evaluation and personal reflection.

### **Consultation**

Economics project consultants are available through the Center for Social Studies Education. [Contact Jessica Winkelaar](#), (651) 582-8294.

### **Submission Process**

1. Complete the Intent to Apply.
2. View the Scholars of Distinction Important Dates document for the current award cycle timeline.
3. Submit an official transcript via U.S. Mail to Wendy Behrens, Minnesota Department of Education, 1500 Highway 36 West, Roseville, MN 55113. Transcript must be a certified copy sent directly from the applicant's school and must be received by the project deadline.
4. If a transcript is not available, contact Wendy Behrens at (651) 582-8786 regarding alternative evidence that demonstrates the required knowledge base.
5. Complete the elements listed under "Project Specifics," label each document clearly and send in PDF format to [Wendy Behrens](#).

**Scholars of Distinction: Economics Scoring Rubric follows** this document.

## Rubric for Evaluation of Applicants for the Minnesota Scholars of Distinction in Economics

Criterion	Components reflect a level of <b>DISTINCTION</b>	Components reflect a level of <b>HONORABLE MENTION</b>	Components reflect a level of <b>AVERAGE</b>	Components do not qualify
<p><b>Personal Statement</b></p> <p>(1 to 2 pages)</p> <p><b>10 points</b></p>	<p><b>Clear and convincing articulation</b> of importance of economics in terms of past experience, present studies and future goals.</p> <p>Scholar <b>clearly and strongly demonstrates</b> the development of skills over time. The work is <b>articulate</b> and shows a longstanding <b>commitment</b> to research in and application of economics knowledge and skills.</p>	<p><b>Substantial</b> evidence of importance of economics in terms of past experience, present studies and future goals.</p> <p>Scholar <b>clearly demonstrates</b> development of skills over time. The work is well-written, and shows a longstanding commitment to research in and application of economics knowledge and skills.</p>	<p><b>Average and predictable</b> evidence of importance of economics in terms of past experience, present studies and future goals.</p> <p>Scholar demonstrates the development of <b>some skills over time</b>. The work shows commitment to a weak or small research project.</p>	<p><b>Sketchy or undeveloped</b> overview of importance of economics in terms of past experience, present studies and future goals.</p> <p>Scholar <b>has not demonstrated</b> the development of some skills over time. The work does not show commitment to researching the project or the skills to do so.</p>
<p><b>Annotated K-12 Resume</b></p> <p><b>10 points</b></p>	<p>Resume reflects education and experiences that have led the student to <b>excel</b> in economics research and application.</p> <p>Academic studies and activities have contributed to <b>significant growth</b> of economics knowledge and skills.</p> <p>Resume preparation demonstrates <b>superior</b> quality for a high school student.</p>	<p>Resume reflects education and experiences that have led the student to <b>succeed</b> in economics research and application.</p> <p>Academic studies and activities have contributed to <b>substantial growth</b> of economics knowledge and skills.</p> <p>Resume preparation demonstrates <b>satisfactory</b> quality for a high school student.</p>	<p>Resume reflects education and experiences that have led the student to <b>engage</b> in economics research and application.</p> <p>Academic studies and activities <b>have contributed to</b> economics knowledge and skills.</p> <p>Resume preparation demonstrates <b>average</b> quality for a high school student.</p>	<p>Resume reflects education and experiences that have led to economics research and application.</p> <p>Academic studies and activities have <b>limited</b> contribution to economics knowledge and skills.</p> <p>Resume preparation demonstrates <b>poor</b> quality for a high school student.</p>

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<p align="center"><b>Annotated Bibliography and one page Essay</b></p> <p align="center"><b>10 points</b></p>	<p><b>Extensive</b> annotated bibliography of readings that support a broad and comprehensive study of project components.</p> <p>The <b>essay</b> shows a <b>superior understanding</b> of the impact the research has had on scholar and others.</p> <p>The writing reflects <b>superior</b> quality for a high school student.</p>	<p><b>Substantial</b> annotated bibliography of readings showing a broad and comprehensive study of project components.</p> <p>The <b>essay</b> shows a <b>positive understanding</b> of the impact the research has had on scholar and others.</p> <p>The writing reflects <b>high</b> quality for a high school student.</p>	<p><b>Average</b> annotated bibliography of readings that shows a limited study of project components.</p> <p>The <b>essay</b> shows <b>some understanding</b> of the impact the research has had on scholar and others.</p> <p>The writing reflects <b>average</b> quality for a high school student.</p>	<p><b>Undeveloped</b> annotated bibliography of readings that show a cursory study of project components.</p> <p>The <b>essay</b> shows a <b>weak connection</b> of the impact the research has had on scholar and others.</p> <p>The writing reflects poor quality for a high school student.</p>
<p align="center"><b>Project Narrative</b></p> <p align="center"><b>40 points</b></p>	<p><b>Significant evidence</b> presented that the scholar <b>knows and is able to use</b> key concepts and apply economics as identified in the Project Narrative component of the Project Specifics.</p> <p><b>Clear and convincing evidence</b> the scholar conducted a valid study including a <b>comprehensive and concise summary</b> of research and activities.</p>	<p><b>Strong evidence</b> presented that the scholar <b>knows and is able to use</b> concepts and apply economics as identified in the Project Narrative component of the Project Specifics.</p> <p><b>Substantial evidence</b> the scholar conducted a valid study including a <b>comprehensive and concise summary</b> of research and activities.</p>	<p><b>Evidence</b> presented that the <b>scholar knows and is able to use</b> key concepts and apply economics as identified in the Project Narrative component of the Project Specifics.</p> <p><b>Some evidence</b> of scholarly research and activities is provided and process is unclear.</p>	<p><b>Lack of evidence</b> that the scholar <b>knows and is able to use</b> key concepts and apply economics as identified in the Project Narrative component of the Project Specifics.</p> <p>Evidence of research and activities provided were <b>not organized</b> to inform the reader.</p>
<p align="center"><b>Project Narrative</b></p> <p align="center"><b>10 points</b></p>	<p>A <b>superior</b> approach to the project over an <b>appropriate</b> period of time.</p> <p>An <b>innovative or creative</b> project approach, content and methodology.</p>	<p>A <b>valid</b> approach to the project over an <b>appropriate</b> period of time.</p> <p>An <b>innovative or creative</b> project approach, content and methodology.</p>	<p>A <b>limited</b> approach to the project over a <b>short</b> period of time.</p> <p>A <b>narrow</b> project approach, content and methodology.</p>	<p>A <b>sketchy</b> approach to the project over a <b>short</b> period of time.</p> <p>An <b>ordinary</b> project approach, content and methodology.</p>

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<b>Project Narrative</b> (Continue 10 point Value)	<p><b>Only relevant</b> information and supporting materials were included and reliability was assessed.</p> <p><b>Thoughtful reflection</b> on the process, future research and <b>recommendations</b> for others seeking to replicate are included.</p> <p>Organization and writing reflects <b>superior</b> quality for a high school student.</p>	<p><b>Relevant</b> information and materials were included and reliability was assessed.</p> <p><b>Reflection</b> on the process, future research and <b>recommendations</b> for others seeking to replicate are included.</p> <p>Organization and writing reflects <b>high</b> quality for a high school student.</p>	<p><b>Limited relevant</b> information and materials were included, but reliability may be an issue.</p> <p><b>Limited reflection</b> and <b>recommendations</b> for others seeking to replicate the process are included.</p> <p>Organization and writing reflects <b>average</b> quality for a high school student.</p>	<p>Relevance of information and supporting materials was <b>not apparent</b>.</p> <p>Reflection and recommendations for others seeking to replicate were <b>not included</b>.</p> <p>Organization and writing reflects <b>poor</b> quality for a high school student.</p>
<b>Project Presentation</b> <b>15 points</b>	<p>Scholar made a <b>public presentation</b>, created a <b>strong method</b> to assess feedback received, and has <b>reflected</b> on the process with maturity and objectivity.</p>	<p>Scholar made a <b>public presentation</b>, created a <b>satisfactory method</b> to assess feedback received, and has <b>reflected</b> on the process with maturity and objectivity</p>	<p>Scholar made a <b>public presentation</b>, created a <b>weak</b> method to assess feedback received. <b>Little reflection</b> on the process was evident.</p>	<p>Scholar made a <b>presentation</b> with limited feedback. <b>Little or no reflection</b> on the presentation was evident.</p>
<b>Testimonials</b> <b>5 points</b>	<p>Identification and contact information provided.</p>	<p>Identification and contact information provided</p>	<p>Identification and contact information was limited.</p>	<p>Identification and contact information was not provided.</p>

**Reviewer's Comments:**

**Level of Recommendation:**

\_\_\_\_\_Project reflects a level of **DISTINCTION**

\_\_\_\_\_Project reflects a level of **HONORABLE MENTION**

\_\_\_\_\_Project reflects a level of **AVERAGE**

\_\_\_\_\_Project does not qualify for recognition