

## Assessment Strategies

The students are not graded on their choices in the experiments as the decisions are confidential. The written response for the second and fourth parts of this problem can be readily incorporated into the general course grading system and can be assessed by the instructor directly based on accuracy and quality of the response as well as the originality and feasibility of proposed nudges. An example grading rubric for the fourth part is provided below:

### Grading Rubric

<b>/10</b>	1. Introduction: Background Information a. Student should define concepts of nudges, choice architecture, and soft paternalism
	Comments:
<b>/10</b>	2. Relate concepts of nudges to class experiments a. Experiments include: public goods, fishing derby, and donation experiment
	Comments:
<b>/10</b>	3. Relate concepts of nudges with course readings on public goods/ common pool resources a. Textbook readings and class notes b. Articles from outside sources
	Comments:
<b>/30</b>	4. Identify and discuss at least three different examples of nudges that can be used to support sustainable development efforts. a. Advantages b. Disadvantages c. Real world practicality of these nudges
	Comments:
<b>/10</b>	5. Conclusion: Student brings the paper to a logical, concise conclusion that sums up their perspective on nudges.
	Comments:
<b>/10</b>	6. <b>Research</b> a. Includes student's innovativeness, diversity, and practicality of the nudges b. Using sources and information to support examples c. Used information from the book, "Nudge"
	Comments:
<b>/10</b>	7. <b>Formatting/Style</b> a. Student must use good grammar and spelling b. Students paper should not exceed 5 pages c. Students should have clear, well-written sentence and have clear transitions
	Comments:
<b>/10</b>	8. <b>MLA Format / Bibliography</b> a. In text citations are needed b. Sources are formatted and not just listed at the end of the paper
	Comments:
<b>/100</b>	<b>Overall Comments:</b>