Social Science—Individuals and Groups

***DRAFT Rubric for Course Assessment***

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The *Social Science-Individuals and Groups* articulates the General Education (GE) Expected Learning Outcomes (ELOs) for ***Social Science—Individuals and Groups***. The rubric provides fundamental criteria for each learning outcome at four levels, Benchmark (1), Milestones (2 and 3), and Capstone (4). At each level, the rubric provides performance descriptors which describe progressively more sophisticated levels of student attainment of the ELOs. Levels of attainment are based on Bloom’s Taxonomy, which articulates a progression of cognitive skills from the most basic at the Benchmark level (Remembering, Understanding) to more complex skills at the Milestone levels (Applying, Analyzing, Evaluating), and ultimately to the more sophisticated skills at the Capstone level (Generating, Creating).

The *Social Science-Individuals and Groups* rubric is designed for use in disciplines within the social sciences. An effort has been made to use broad language which reflects multiple approaches and assignments while addressing the fundamental elements of the Social Science-Individuals and Groups ELOs. The expectations for student learning articulated in this rubric can and should be translated into the language of individual courses to reflect discipline-specific nuances in attaining the ELOs. The goal of this rubric is to position student learning across various course levels within a basic framework of expectations such that evidence of learning can by shared across disciplines through a common dialog and understanding of student success.

This rubric is intended for department-level use in evaluating and discussing student learning within one or more courses; it is not intended for grading individual student work.

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|  | Capstone  4 | Milestones  3 2 | | Benchmark  1 |
| **Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups. (EL01)** | Students are able to independently apply methods of scientific inquiry to test research questions within a discipline and demonstrate their ability to produce social scientific research. | Students are able to analyze and evaluate the strengths and limitations of various research methods in answering research questions within a discipline. | Students can apply key research concepts and draw appropriate conclusions or inferences from research studies within a discipline. | Students understand the methods of scientific inquiry used within a discipline and can define and explain the purpose of key concepts. |
| Representative student activities at this level: | *Students generate novel research proposals or gather data to test hypotheses.* | *Students evaluate or critique the design of a study in a published research article.* | *Students draw appropriate causal or correlational inferences from a research study.* | *Students define and explain key terms relevant to research in a discipline, and can explain why that discipline is considered a science.* |
| **Students understand the behavior of individuals, differences and similarities in social and cultural contexts of human existence, and the processes by which groups function. (ELO2)** | Students are able to evaluate and design research with respect to controls for variations in behavior due to individual and group differences that can influence research outcomes. | Students are able to analyze and evaluate the applicability or generalizability of concepts in a discipline across societal and cultural groups. | Students can apply their understanding of individual differences and similarities to draw appropriate conclusions and make predictions about the behavior of individuals and groups. | Students identify and explain sources of individual variation relevant to the discipline and how these variables can impact group processes and function. |
| Representative student activities at this level: | *Students can identify and incorporate steps to control for sources of individual or group variation in research.* | *Students can evaluate the applicability of concepts within a discipline to various social and cultural groups.* | *Students apply their understanding of individual differences and similarities to make predictions about the behavior of individuals or groups.* | *Students can explain why individuals may differ in certain predictable ways and can describe sources of individual variation in a discipline.* |
| **Students comprehend and assess individual and group values and their importance in social problem solving and policy making. (ELO3)** | Students are able to independently apply their knowledge of concepts within a discipline to generate original recommendations for solutions to social problems and relevant policies. | Students are able to analyze and evaluate the strengths and limitations of concepts within a discipline to effectively address social problems and generate appropriate policies. | Students can apply their knowledge of concepts in this discipline to inform their understanding of potential solutions to social problems and relevant social policies. | Students identify and explain how concepts in this discipline are relevant to social problem solving and policy-making. |
| Representative student activities at this level: | *Students can generate discipline-based strategies to address a social problem or public policy.* | *Students can evaluate or critique a proposed public policy and describe the anticipated benefits or limitations in the context of a particular discipline.* | *When provided a description of a social problem or policy, students can describe relevant concepts in a discipline that inform their understanding of the issues.* | *Students can describe concepts in a discipline that are relevant to a social problem or issue of public policy.* |