Core Curriculum Core Skills 2B #6 Human and Social Behavior: Rubric

Students will recognize, identify, and engage in a variety of social perspectives and contexts, and identify connections among individual and group behaviors within and across cultures.

Student Learning Outcomes:

1) Apply methods of inquiry to investigate social behavior

2) Analyze and illustrate the connections among individual and group behaviors

<table>
<thead>
<tr>
<th>SLO1: Apply methods of inquiry to investigate social behavior</th>
<th>Accomplished (4)</th>
<th>Proficient (3)</th>
<th>Developing (2)</th>
<th>Beginning (1)</th>
<th>Null (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ All elements of the methodology or theoretical framework are fully developed leading to appropriate methods of inquiry that develop questions, research, problem solving and/or creating solutions. □ The inquiry demonstrates a thorough knowledge of the social sciences and human behavior through appropriate frameworks that may be synthesized from across disciplines or from relevant subdisciplines.</td>
<td>□ Critical elements of the methodology or theoretical framework are appropriately developed, however more subtle elements are ignored or unaccounted for. □ The inquiry demonstrates knowledge of the social sciences and human behavior through appropriate frameworks that may be synthesized from across disciplines or from relevant subdisciplines.</td>
<td>□ Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused. □ The inquiry shows awareness of the social sciences and human behavior through frameworks from within a discipline or subdiscipline.</td>
<td>□ Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.</td>
<td>No evidence provided</td>
<td></td>
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</tbody>
</table>

| SLO 2: Analyze and illustrate the connections among individual and group behaviors. | □ Demonstrates critical thinking strategies, which may include scientific and/or quantitative reasoning, that organizes and synthesizes evidence in all forms to reveal insightful patterns, differences, | □ Organizes evidence to reveal important patterns, differences or similarities related to focus. | □ Organizes evidence, but the organization is not effective in revealing significant patterns, differences, or similarities. | □ Lists evidence, but is not organized and/or is unrelated to focus. | No evidence provided |
or similarities related to focus.

- Expertly applies skills in collecting, analyzing, and interpreting data in order to illustrate the forces impacting individual and group behavior.
- Insightfully discusses in detail relevant and supported connections and implications.
- Demonstrates the complexity of other cultures in relation to the inquiry.

- Applies skills in collecting, analyzing, and interpreting data in order to illustrate the forces impacting individual and group behavior.
- Discusses in detail relevant and supported connections and implications.
- Asks deeper questions about other cultures and seeks out answers to those questions.

- Uses data to illustrate the forces impacting individual and group behavior.
- Presents relevant and supported connections and implications.
- Asks simple or surface questions about other cultures.

- Minimal or no use of data to illustrate the forces impacting individual and group behavior.
- Presents connections and implications but they are possibly irrelevant and unsupported.
- No interest in asking questions about other cultures.

**Definitions:**

- Accomplished: Completed, done, effected, highly skilled
- Proficient: Undergoing development, growing, evolving
- Developing: In the process of becoming, becoming more prominent
- Beginning: Exhibiting a marked lack of competence
- Null: No evidence detected

Working Draft endorsed 6/1/15 Core Curriculum Committee