

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

	Accomplished (4) [Exceeded]	Proficient (3) [Met]	Developing (2) [Partially Met]	Beginning (1) [Not Met]	Null (0) [Not Met]
SLO1: Apply methods of inquiry to investigate social behavior	<p><input type="checkbox"/> 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.</p> <hr/> <p><input type="checkbox"/> 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.</p>	<p><input type="checkbox"/> Critical elements of the methodology or theoretical framework are appropriately developed, however more subtle elements are ignored or unaccounted for.</p> <hr/> <p><input type="checkbox"/> 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.</p>	<p><input type="checkbox"/> Critical elements of the methodology or theoretical frameworks are missing, incorrectly developed, or unfocused.</p> <hr/> <p><input type="checkbox"/> The inquiry shows awareness of the social sciences and human behavior through frameworks from within a discipline or subdiscipline.</p>	<p><input type="checkbox"/> Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.</p> <hr/> <p><input type="checkbox"/> Inquiry design does not utilize appropriate frameworks.</p>	No evidence provided
SLO 2: Analyze and illustrate the connections among individual and group behaviors.	<p><input type="checkbox"/> Demonstrates critical thinking strategies that organizes and synthesizes evidence in all forms to reveal insightful patterns, differences, or similarities related to focus.</p> <hr/> <p><input type="checkbox"/> Expertly applies skills in collecting, analyzing, and interpreting data in order to illustrate the forces impacting individual and group behavior.</p> <hr/> <p><input type="checkbox"/> Insightfully discusses in detail relevant and supported connections and implications.</p> <hr/> <p><input type="checkbox"/> Demonstrates the complexity of other cultures in relation to the inquiry.</p>	<p><input type="checkbox"/> Organizes evidence to reveal important patterns, differences or similarities related to focus.</p> <hr/> <p><input type="checkbox"/> Applies skills in collecting, analyzing, and interpreting data in order to illustrate the forces impacting individual and group behavior</p> <hr/> <p><input type="checkbox"/> Discusses in detail relevant and supported connections and implications.</p> <hr/> <p><input type="checkbox"/> Asks deeper questions about other cultures and seeks out answers to those questions.</p>	<p><input type="checkbox"/> Organizes evidence, but the organization is not effective in revealing significant patterns, differences, or similarities.</p> <hr/> <p><input type="checkbox"/> Uses data to illustrate the forces impacting individual and group behavior.</p> <hr/> <p><input type="checkbox"/> Presents relevant and supported connections and implications</p> <hr/> <p><input type="checkbox"/> Asks simple or surface questions about other cultures.</p>	<p><input type="checkbox"/> Lists evidence, but is not organized and/or is unrelated to focus.</p> <hr/> <p><input type="checkbox"/> Minimal or no use of data to illustrate the forces impacting individual and group behavior.</p> <hr/> <p><input type="checkbox"/> Presents connections and implications but they are possibly irrelevant and unsupported.</p> <hr/> <p><input type="checkbox"/> No interest in asking questions about other cultures.</p>	No evidence provided

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
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Working Draft endorsed 6/1/15 Core Curriculum Committee