

Objective Number 1

PrgObjective: Sociological Discipline Knowledge Application

Students will be able to identify and apply sociological concepts and theories to everyday life, human behavior, and societies.

Criteria Standards for this Task	Deficient (1)	Minimally Proficient/ Milestone 1 (2)	Proficient/ Milestone 2 (3)	Competent/ Capstone (4)	Accomplished/ Advanced (5)
Overall Organization and Writing (if applicable to the artifact)	The essay is unclear with no organization. The essay has so many basic grammar errors and punctuation errors that the essay cannot be readily understood.	The main points of the essay are ambiguous. The essay has many basic grammar and punctuation errors but the meaning is somewhat clear.	Writing has minimal organization and a basic thesis statement. The essay has a few major errors and multiple minor errors, but almost all sentences are clear and understandable.	Writing follows a logical organization, but sometimes drifts from the thesis. Spelling and grammar is correct and writing has a distinctive voice. Properly follows and uses the rules of one of the following citation/writing styles: MLA, APA, or ASA.	Writing is clear, logical, and very organized around a developed thesis. No spelling or grammar mistakes, writing has a distinct voice and is easily understood by multiple audiences. Properly follows and uses the rules of one of the following citation/writing styles: MLA, APA, or ASA.
Understanding of basic sociological theories and concepts	Major mistakes evident regarding theory or in definition of concepts	Gist of theory/concepts correct but some mistakes made.	Concepts and theory are correct, but only text book definitions and no elaboration.	Theory and key concepts are well defined and organized and linked together where appropriate	Concepts are clearly defined, linked where appropriate, and illustrated with examples
Applying sociological insight to contemporary social issues	Little to no sociological reasoning and/or evidence is found in	Students can minimally apply sociological concepts and theories to their	Students can easily apply sociological concepts and theories to their own lives.	Students evaluate social issues and structures with regard	Students evaluate social issues and proposed social remedies with

	<p>the main body of the essay. Student is unable to connect sociological theory/concepts to everyday life.</p>	<p>own lives and demonstrate the connections institutions/structure to their own circumstances. Reasons are in the form of assertions/anecdotes, lacking precision or relevant evidence.</p>	<p>Students classify the connections between agency and structure in their own circumstances and the formation of social systems. The argument is consistently comprised of sociological reasoning and relevant evidence using appropriate sources.</p>	<p>to sociological theories and concepts. Students are able to explain the relevance of sociological theories and concepts to variety of audiences. Sociological reasoning is accurate and precise, effectively supported with evidence from appropriate sources.</p>	<p>regard to sociological theories and concepts. Students are able to explain the relevance of sociological theories and concepts and the potential implications of proposed solutions to a variety of audiences. Using appropriate sources, outstanding use of sociological reasoning and evidence to develop a concise argument.</p>
Social Context	<p>The essay makes no (or incorrect) reference to social, cultural, and/or historical context within the U.S.</p>	<p>The essay makes only minimal (correct) reference to social, cultural, and historical context within the U.S.</p>	<p>The essay describes social, cultural, and historical context, but doesn't connect it well to sociological theory or concepts both within and outside of the U.S.</p>	<p>The essay explicitly ties social, cultural, and historical context sociological theory and concepts both within and outside of the U.S.</p>	<p>The essay ties social, cultural, and historical context with theory and concepts Student elaborates on this relationship with a global framework.</p>

## Objective Number 2

### PrgObjective: Social Stratification

Students will be able to identify, analyze, and explain the factors contributing to and the consequences of social stratification and social inequality across dimensions/statuses and institutions.

Criteria Standards for this Task	Deficient (1)	Minimally Proficient/ Milestone 1 (2)	Proficient/ Milestone 2 (3)	Competent/ Capstone (4)	Accomplished/ Advanced (5)
Overall Organization and Writing (if applicable to the artifact)	The essay is unclear with no organization. The essay has so many basic grammar errors and punctuation errors that the essay cannot be readily understood.	The main points of the essay are ambiguous. The essay has many basic grammar and punctuation errors but the meaning is somewhat clear.	Writing has minimal organization and a basic thesis statement. The essay has a few major errors and multiple minor errors, but almost all sentences are clear and understandable.	Writing follows a logical organization, but sometimes drifts from the thesis. Spelling and grammar is correct and writing has a distinctive voice. Properly follows and uses the rules of one of the following citation/writing styles: MLA, APA, or ASA.	Writing is clear, logical, and very organized around a developed thesis. No spelling or grammar mistakes, writing has a distinct voice and is easily understood by multiple audiences. Properly follows and uses the rules of one of the following citation/writing styles: MLA, APA, or ASA.
Understanding of basic sociological theories and concepts	Major mistakes evident regarding theory or in definition of concepts	Gist of theory/concepts correct but some mistakes made.	Concepts and theory are correct, but only text book definitions and no elaboration.	Theory and key concepts are well defined and organized and linked together where appropriate	Concepts are clearly defined, linked where appropriate, and illustrated with examples

Applying stratification to contemporary social issues	<p>Little to no sociological reasoning and/or evidence is found in the main body of the essay. Stratification or contributing factors are misunderstood or misidentified. Stratification is treated as a “personal trouble.”</p>	<p>Students can minimally apply sociological concepts and theories relating to stratification to their own lives and demonstrate the connections of institutions/structure to their own circumstances. Reasons are in the form of assertions, anecdotes, lacking precision or relevant evidence. Stratification is identified in a single dimension with few contributing factors identified. Few remedies are proposed or remedies are aimed solely at an individual level.</p>	<p>The argument is consistently comprised of sociological reasoning and relevant evidence using appropriate sources. Stratification is identified across multiple dimensions and the institutional impact of stratification is identified. Student identified multiple potential remedies at both the individual and institutional levels primarily within the U.S.</p>	<p>Sociological reasoning is accurate and precise, effectively supported with evidence from appropriate sources. Stratification is identified across multiple dimensions and the institutional impact of stratification is explored in depth. Students evaluate the ramifications to individuals and institutions when multiple axes of stratification intersect. Student compared multiple potential remedies at both the individual and institutional level and evaluated the potential efficacy of the proposals. Student demonstrates knowledge of global stratification.</p>	<p>Using appropriate sources, outstanding use of sociological reasoning and evidence to develop a concise argument. Stratification is identified across multiple dimensions and the institutional impact of stratification is explored in depth. Students explore the ramifications to individuals and institutions when multiple axes of stratification intersect. Student identified multiple potential remedies at both the individual and institutional level and evaluated the potential efficacy and ethical considerations of the proposals. Student shows an advanced understanding of global</p>
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					stratification and addresses potential global remedies.
Social Context	The essay makes no (or incorrect) reference to social, cultural, and/or historical context to the development and continuation of stratification within the U.S.	The essay makes only minimal (correct) reference to social, cultural, and historical context to the development and continuation of stratification within the U.S.	The essay describes social, cultural, and historical context, but doesn't connect it well to the development and continuation of stratification both within and outside of the U.S.	The essay explicitly ties social, cultural, and historical context to the development and continuation of stratification both within and outside of the U.S.	The essay ties social, cultural, and historical context with stratification. Student elaborates on this relationship through a globally comparative framework.

### Objective 3

#### PrgObjective: Collect and Analyze Data

Students will be able to identify the characteristics of high-quality data and methods in sociological research and be able to effectively explain the results of sociological research to others.

Criteria Standards for this Task	Deficient (1)	Minimally Proficient/ Milestone 1 (2)	Proficient/ Milestone 2 (3)	Competent/ Capstone (4)	Accomplished/ Advanced (5)
Overall Organization and Writing (if applicable to the artifact)	The essay is unclear with no organization. The essay has so many basic grammar errors and punctuation errors that the essay cannot be readily understood.	The main points of the essay are ambiguous. The essay has many basic grammar and punctuation errors but the meaning is somewhat clear.	Writing has minimal organization and a basic thesis statement. The essay has a few major errors and multiple minor errors, but almost all sentences are clear and understandable.	Writing follows a logical organization, but sometimes drifts from the thesis. Spelling and grammar is correct and writing has a distinctive voice. Properly follows and uses the rules of one of the following citation/writing styles: MLA, APA, or ASA.	Writing is clear, logical, and very organized around a developed thesis. No spelling or grammar mistakes, writing has a distinct voice and is easily understood by multiple audiences. Properly follows and uses the rules of one of the following citation/writing styles: MLA, APA, or ASA.
Understanding of basic sociological methods	Major mistakes evident regarding research methods or in definition of concepts	Gist of methods correct, but some mistakes made in application or ethical considerations.	Concepts and methods, with some ethical considerations are correct, but only text book definitions and no elaboration. Students can minimally interpret results for a wider audience.	Methods and key concepts are well defined and organized/linked properly and follow proper ethical guidelines for the discipline. Students able to easily interpret research	Methods and key concepts are clearly defined, linked where appropriate, and illustrated with examples. Students able to easily interpret research results for

				results for a wider audience. Students can conduct research on their own.	a wider audience. Students can create quality research on their own and present that research for a wider audience.
Applying sociological insight to contemporary social issues	Little to no sociological reasoning and/or evidence is found in the main body of the essay. Student is unable to connect sociological theory/concepts to everyday life.	Students can minimally apply sociological methods to understanding their own lives and wider social institutions. Reasons are in the form of assertions, anecdotes, lacking precision or relevant evidence.	Students can easily apply sociological methods to their own lives. Students can compare and contrast different methods for various research questions. The argument is consistently comprised of sociological reasoning and relevant evidence using appropriate sources.	Students evaluate social issues and structures with regard to sociological theories and concepts. Students are able to explain the relevance of sociological theories and concepts to variety of audiences. Sociological reasoning is accurate and precise, effectively supported with evidence from appropriate sources. Students are able to evaluate sociological research and explain the results of that research to a variety of audiences.	Students evaluate social issues and proposed social remedies with regard to sociological theories and concepts. Students are able to explain the relevance of sociological research and the potential implications of proposed solutions to a variety of audiences. Using appropriate sources, outstanding use of sociological reasoning and evidence to develop a concise argument.