

Appendix 1. Empire State College Social Science AITM Rubrics

The SOC AITM rubrics were revised by Deb Amory, Dee Britton, and Nadine Fernandez on September 3, 2020. They are based on a proposed revision (9/3/20) to the AOS guidelines in effect as of January 2018.

Broad Social Science Perspective Rubric

- Students define Social Science vocabulary, questions and topics.
- Students examine relationships among different elements of social life (e.g., institutions, systems of belief, cultural patterns, or political and economic structures of society).

Expectations	Does Not Meet	Approaches	Meets	Exceeds
Student defines Social Science vocabulary, questions and topics.	Does not define Social Science vocabulary, questions and topics.	Defines select Social Science vocabulary, questions and topics. Knowledge is general, limited or partially incorrect. Comprehension is general or limited.	Demonstrates good understanding of Social Science vocabulary, questions and topics. Knowledge includes some depth and detail and is substantially accurate. Comprehension is generally good.	Demonstrates excellent understanding of Social Science vocabulary, questions and topics. Knowledge is detailed, extensive and accurate. Comprehension is sophisticated.
	1	2	3	4
Student examines relationships among different elements of social life (e.g., institutions, systems of belief, cultural patterns, or political and economic structures of society).	Does not examine relationships among different elements of social life (e.g., institutions, systems of belief, cultural patterns, or political and economic structures of society).	Demonstrates some understanding of relationships among different elements of social life (e.g., institutions, systems of belief, cultural patterns, or political and economic structures of society). Knowledge is general, limited or partially incorrect. Comprehension is general or limited.	Demonstrates good understanding of examine relationships among different elements of social life (e.g., institutions, systems of belief, cultural patterns, or political and economic structures of society). Knowledge includes some depth and detail and is substantially accurate.	Demonstrates excellent understanding of relationships among different elements of social life (e.g., institutions, systems of belief, cultural patterns, or political and economic structures of society). Knowledge is detailed, extensive and accurate. Comprehension is sophisticated.

Comprehension is
generally good.

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2

3

4

Historical and Comparative Perspective Rubric

- Students analyze how key elements of social life vary across time, place and culture.
- Students describe the dynamics of power and privilege in relation to race, class, gender, age, sexuality, etc.

Expectations	Does Not Meet	Approaches	Meets	Exceeds
Student analyzes how key elements of social life vary across time, place and culture.	Does not analyze how key elements of social life vary across time, place and culture.	Demonstrates some analysis of how key elements of social life vary across time, place and culture. Knowledge is general, limited or partially incorrect. Analysis is general or limited.	Demonstrates a solid analysis of how key elements of social life vary across time, place and culture. Analysis includes some depth and detail, and is substantially accurate and well developed.	Demonstrates excellent analysis how key elements of social life vary across time, place and culture. Analysis is detailed, extensive, accurate and sophisticated.
	1	2	3	4
Student describes the dynamics of power and privilege in relation to race, class, gender, age, sexuality, etc.	Does not describe the dynamics of power and privilege in relation to race, class, gender, age, sexuality, etc.	Demonstrates some understanding of the dynamics of power and privilege in relation to race, class, gender, age, sexuality, etc. Knowledge is general, limited or partially incorrect. Comprehension is general or limited.	Demonstrates good understanding of the dynamics of power and privilege in relation to race, class, gender, age, sexuality, etc. Knowledge includes some depth and detail and is substantially accurate. Comprehension is generally good.	Demonstrates excellent understanding of the dynamics of power and privilege in relation to race, class, gender, age, sexuality, etc. Knowledge is detailed, extensive and accurate. Comprehension is sophisticated.
	1	2	3	4

Theoretical Perspectives Rubric

In relation to their chosen topics, questions or problems:

- Students define relevant concepts and theories.
- Students analyze the strengths, limitations and significance of relevant concepts and theories.

Expectations	Does Not Meet	Approaches	Meets	Exceeds
Student defines relevant concepts and theories.	Does not define relevant concepts and theories.	Demonstrates some understanding of relevant concepts and theories. Knowledge is general, limited or partially incorrect. Comprehension is general or limited.	Demonstrates a good understanding of relevant concepts and theories. Knowledge includes some depth and detail and is substantially accurate. Comprehension is generally good.	Demonstrates an excellent understanding of relevant concepts and theories. Knowledge is detailed, extensive and accurate. Comprehension is sophisticated.
	10	2	3	4
Student analyzes the strengths, limitations and significance of relevant concepts and theories.	Does not analyze the strengths, limitations and significance of relevant concepts and theories.	Demonstrates some ability to analyze the strengths, limitations and significance of relevant concepts and theories. Knowledge is general, limited or partially incorrect. Analysis is general or limited.	Demonstrates a good ability to analyze the strengths, limitations and significance of relevant concepts and theories. Analysis includes some depth and detail, and is substantially accurate and well developed.	Demonstrates an excellent ability to analyze the strengths, limitations and significance of relevant concepts and theories. Analysis is detailed, extensive, accurate and sophisticated.
	1	2	3	4

Social Science Research Methods

- Students define tools and methods used in social-science research.
- Students analyze strengths and limitations of social-science research methodologies.
- Students analyze ethical issues embedded in social-science research.

Expectations	Does Not Meet	Approaches	Meets	Exceeds
Student defines tools and methods used in social-science research.	Is generally unable to define tools and methods used in social-science research.	Demonstrates some ability to define tools and methods used in social science research, but does so incompletely or sometimes inaccurately. Knowledge is general, limited or partially incorrect. Comprehension is general or limited.	Demonstrates a good ability to defines tools and methods used in social-science research. Work includes some depth and detail and is substantially accurate.	Demonstrates an excellent ability to defines tools and methods used in social-science research. Work is detailed, extensive and accurate.
	1	2	3	4
Student analyzes strengths and limitations of social-science research methodologies .	Demonstrates little or no ability to analyze strengths and limitations of social-science research methodologies.	Demonstrates some ability to analyze the strengths and limitations of social-science research methodologies. Knowledge is general, limited or partially incorrect. Analysis is general or limited.	Demonstrates a good ability to analyze the strengths and limitations of social-science research methodologies. Analysis includes some depth and detail, and is substantially accurate and well developed.	Demonstrates an excellent ability to analyze the strengths and limitations of social-science research methodologies. Analysis is detailed, extensive, accurate and sophisticated.

	1	2	3	4
Student analyzes ethical issues embedded in social-science research.	Demonstrates little or no ability to analyze ethical issues embedded in social-science research.	Demonstrates some ability to analyze ethical issues embedded in social-science research. Knowledge is general, limited or partially incorrect. Analysis is general or limited.	Demonstrates a good ability to analyze the ethical issues embedded in social-science research. Analysis includes some depth and detail, and is substantially accurate and well developed.	Demonstrates an excellent ability to analyze the ethical issues embedded in social-science research. Analysis is detailed, extensive, accurate and sophisticated.
	1	2	3	4

Critical Thinking and Analysis Rubric

Students evaluate key concepts, assumptions, theories and research from a social-science perspective.

Expectations	Does Not Meet	Approaches	Meets	Exceeds
Student evaluates key concepts, assumptions, theories and research from a social-science perspective.	Student is generally unable to evaluate key concepts, assumptions, theories and research from a social-science perspective. Demonstrates little or no ability to appropriately	Student demonstrates some ability to evaluate key concepts, assumptions, theories and research from a social-science perspective, but does so incompletely or sometimes inaccurately.	Student demonstrates a good ability to evaluate key concepts, assumptions, theories and research from a social-science perspective. Work includes some depth and detail and is substantially accurate.	Student demonstrates an excellent ability to evaluate key concepts, assumptions, theories and research from a social-science perspective. Work is detailed, extensive and accurate. Critical skills are sophisticated.

	evaluate key concepts, assumptions, theories and research.			
	1	2	3	4

Communication and Information Literacy in Social Science

Students demonstrate library research, academic writing and communication abilities appropriate to their degree level (e.g., associate, bachelor's).

Expectations	Does Not Meet	Approaches	Meets	Exceeds
	1	2	3	4
Student's writing is clear, purposeful and well-organized. Content is relevant. Key points and conclusions are well developed and	Writing is very difficult to understand. Overall purpose is unclear and key points are not developed in an orderly fashion or supported by logic and evidence.	Overall purpose is somewhat clear. Writing is sometimes difficult to understand. Some key points are developed in an orderly fashion and supported by logic and evidence, while others are not. Some content is vague, disorganized, irrelevant or inaccurate.	Writing is generally clear and purposeful. Key points are generally relevant, orderly, well developed and supported by logic and evidence. Content includes some depth and detail and analysis and synthesis of ideas, and is substantially accurate.	Writing is very clear and purposeful. Key points are very well developed and organized and supported with a good level of detail, logic and evidence. Content is complex, accurate and includes well developed analysis and synthesis of ideas.
supported by detail, logic and evidence.	1	2	3	4
Student's writing demonstrates correct grammar, word usage and	Extensive errors seriously distract and confuse the reader and seriously undermine the credibility of the writer.	Significant errors distract and confuse the reader and undermine the credibility of the writer.	Writing has some errors, but the substance is clear.	Writing has virtually no errors.
punctuation.	1	2	3	4

<p>Student identifies, selects and properly cites sources relevant to their purposes.</p>	<p>Chooses irrelevant, inappropriate or insufficient sources.</p> <p>Does not consistently cite sources for details, information, ideas or direct quotes drawn from external sources. Does not use proper format for footnotes and references.</p>	<p>Chooses some relevant, appropriate sources. Cites some sources for details, information, ideas and cites direct quotes drawn from external sources. Does not consistently use proper format for footnotes and references.</p>	<p>Chooses a good array of relevant, appropriate sources. Cites sources for details, information, ideas and cites direct quotes drawn from external sources.</p> <p>Generally uses proper format for footnotes and references.</p>	<p>Chooses an excellent array of relevant, appropriate sources. Cites sources for details, information, ideas and cites direct quotes drawn from external sources.</p> <p>Consistently uses proper format for footnotes and references.</p>
	1	2	3	4