**EXPLORATIONS - SOCIAL AND BEHAVIORAL SCIENCES (E-SB)**

**CLO ARTIFACT ASSESSMENT RUBRIC**

*Adapted from AAC&U LEAP VALUE Rubrics (Global Learning, Inquiry and Analysis, Intercultural Knowledge and Competence, Integrative Learning)*

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| **E-SB CLO 1** | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |
| **Demonstrate knowledge of at least one area of the social and behavioral sciences.** | Demonstrates sophisticated understanding of the complexity of elements central to the discipline, including key theories/principles, facts, evidence, and practices. | Demonstrates adequate understanding of the complexity of elements central to the discipline, including key theories/principles, facts, evidence, and practices. | Demonstrates partial understanding of the complexity of elements central to the discipline, including key theories/principles, facts, evidence, and practices. | Demonstrates surface understanding of the complexity of elements central to the discipline, including key theories/principles, facts, evidence, and practices. |
| **E-SB CLO 2** | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |
| **Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.** | Skillfully develops and applies all elements of the methodology and theoretical framework, including ethical conduct. | Appropriately develops and applies critical elements of the methodology and theoretical framework, including ethical conduct; more subtle elements are ignored or unaccounted for. | Critical elements of the methodology and theoretical framework, including ethical conduct, are missing, incorrectly developed or applied, or unfocused. | Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework, including ethical conduct. |
| **E-SB CLO 3** | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |
| **Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.** | Demonstrates a sophisticated understanding of multiple worldviews, cultural values, history, experiences, and power structures in the context of issues that shape the human experience. | Demonstrates adequate understanding of multiple worldviews, cultural values, history, experiences, and power structures in the context of issues that shape the human experience. | Demonstrates partial understanding of multiple worldviews, cultural values, history, experiences, and power structures in the context of issues that shape the human experience. | Demonstrates surface understanding of multiple worldviews, cultural values, history, experiences, and power structures in the context of issues that shape the human experience. |
| **E-SB CLO 4** | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |
| **Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.** | Independently adapts and applies skills, abilities, theories, or methodologies gained to address solutions to problems/explore issues of personal or public importance in original ways. | Adapts and applies skills, abilities, theories, or methodologies gained to address solutions to problems/explore issues of personal or public importance. | Uses skills, abilities, theories, or methodologies gained to contribute to understanding of problems/issues of personal or public importance. | Uses skills, abilities, theories, or methodologies gained in a basic way in consideration of problems/issues of personal or public importance. |
| **E-SB CLO 5** | **Capstone (4)** | **Milestone (3)** | **Milestone (2)** | **Benchmark (1)** |
| **Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.** | Demonstrates detailed attention to and successful execution of a wide range of conventions germane to the discipline and/or task, including organization, content, presentation, formatting, and stylistic choices. | Demonstrates consistent use of important conventions germane to the discipline and/or task, including organization, content, presentation, formatting, and stylistic choices. | Follows expectations appropriate to the discipline and/or task for basic organization, content, and presentation. | Attempts to use a consistent system for basic organization and presentation. |

*Evaluators are encouraged to assign a zero to any work that does not meet the benchmark-level performance.*