

ASSESSMENT RUBRICS—DEPARTMENT OF POLITICAL SCIENCE

LEARNING OBJECTIVE 1: THE STUDENT WILL DEMONSTRATE THE INVESTIGATIVE SKILLS NEEDED TO UNDERTAKE RESEARCH IN POLITICAL SCIENCE

A. COMPONENT I—THE STUDENT WILL BE ABLE TO EFFECTIVELY WRITE A LITERATURE REVIEW APPROPRIATE TO THE RESEARCH DESIGN

4	Excellent: Contains more than the required number or kind of sources. Describes the literature’s arguments and relationship to the problem accurately and thoroughly. Literature is linked together to explain the current state of research.
3	Good: Contains the required number or kind of sources. Literature is sufficient to fully explore the topic, is described accurately, and the sources’ relationship to the problem is examined accurately, although less thoroughly. There is an attempt to link the literature together.
2	Fair: Does not contain the required number and kind of sources. The literature review is present but does not focus on the relationship of the material to the problem or attempt to provide an overview of the state of literature on the topic.
1	Poor: Does not contain the required number or kind of sources. Sources are described inaccurately or sloppily. There is no attempt to provide an overview of the state of the literature on the topic

4	Highly proficient	
4	Proficient	
3	Minimally proficient	
1	Not proficient	

B. COMPONENT II—THE STUDENT WILL BE ABLE TO DEVELOP AN ARGUMENT OR HYPOTHESIS APPROPRIATE TO THE RESEARCH CONDUCTED

4	Excellent: Hypothesis or argument is clearly stated, variable or concepts are well-defined. Approach to problem studied is clearly stated and appropriate to the problem chosen for study
3	Good: Hypothesis or argument is stated, but less clearly and not all variables or concepts are clearly and thoroughly defined. Approach to problem is less clearly stated and/or less appropriate to the problem chosen for study
2	Fair: There is a hypothesis or argument, but it is inadequate. Variables or concepts are not well defined. It is difficult to understand the approach to the problem or it is only minimally appropriate for the problem chosen for study
1	Poor: Hypothesis or argument is missing or incorrect for the variables/information available. Does not state approach to the problem, states it too vaguely to provide helpful research results, or the approach is not appropriate for the problem chosen for study.

4	Highly proficient	
3	Proficient	
2	Minimally proficient	
1	Not proficient	

C. COMPONENT III—THE STUDENT WILL BE ABLE TO PROVIDE APPROPRIATE QUALITATIVE OR QUANTITATIVE DATA FOR THE RESEARCH DESIGN

4	Excellent: Student identifies and utilizes the most appropriate statistic or qualitative support for the hypothesis/argument and draws the appropriate conclusions
3	Good: Student identifies and uses appropriate statistics or qualitative support and draws appropriate conclusions from that support, although there are better available
2	Fair: Student identifies and uses minimally appropriate statistics or qualitative support, but is unable to draw appropriate conclusions
1	Poor: Student does not identify or use appropriate statistics or qualitative support or uses them incorrectly and fails to draw appropriate conclusions.

4	Highly proficient	
3	Proficient	
2	Minimally proficient	
1	Not proficient	

D. COMPONENT IV—THE STUDENT WILL DEMONSTRATE UNDERSTANDING OF THE MATERIALS USED

4	Excellent: Student shows complete and thorough understanding of the materials
3	Good: Student's understands the material, but makes some errors in its use
2	Fair: Student partially understands the material and often uses it incorrectly
1	Poor: Student does not understand or correctly use the materials

4	Highly proficient	
3	Proficient	
2	Minimally proficient	
1	Not proficient	

LEARNING OUTCOME 2: THE STUDENT WILL BE ABLE TO EFFECTIVELY USE COMMUNICATIONS SKILLS REQUIRED FOR MAKING EXPLANATORY AND PERSUASIVE ARGUMENTS

Assessment Measures for Written Communications

A. COMPONENT 1—THE STUDENT CLEARLY DESCRIBES POLITICAL PROBLEM/EVENT/POLICY STUDIED AND ITS SIGNIFICANCE AND LOCATES THE PROBLEM WITHIN THE CONTEXT OF APPROPRIATE POLITICAL AND SOCIAL SCIENCE LITERATURE

4	The description of the topic and its political significance is detailed and comprehensive
3	There is a basic description of the topic and its political significance and some detail is provided
2	The topic and its political significance are briefly mentioned and described, but almost no detail is provided
1	The description of the topic does not describe the topic and does not address its significance

4	Highly proficient	
3	Proficient	
2	Minimally proficient	
1	Not proficient	

B. COMPONENT 2--THE STUDENT CONSTRUCTS A WELL-REASONED ARGUMENT WITH APPROPRIATE SUPPORTING EVIDENCE

4	Paper includes a clear, detailed and easily identifiable thesis statement/argument
3	Paper includes a clear, easily identifiable thesis/argument, but does not provide detail
2	Paper includes what may be a thesis statement/argument, although it is not clearly stated and few details are provided
1	Paper does not contain a stated or implied thesis statement or argument

4	Highly proficient	
3	Proficient	
2	Minimally proficient	
1	Not proficient	

C. COMPONENT 3—THE STUDENT CORRECTLY INCORPORATES STANDARD ENGLISH USAGE AND MECHANICS AND CORRECT POLITICAL SCIENCE CITATION STYLE

4	Paper demonstrates excellent and precise understanding of standard English usage and uses the assigned citation style
3	Paper usually demonstrates excellent and precise understanding of standard English usage and correct citation style
2	Paper sometimes demonstrates accurate understanding of standard English usage and correct citation style
1	Paper does not demonstrate accurate understanding of standard English usage or use correct citation style

4	Highly proficient	
3	Proficient	
2	Minimally proficient	
1	Not proficient	

Assessment Measures for Oral Communication

A. Component 1--The student clearly describes political problem/event/policy studied and its significance and locates the problem with appropriate political and social science literature

4	The description of the topic and its political significance is detailed and comprehensive
3	The description of the topic and its political significance is detailed, but not comprehensive
3	There is a vague description of the topic and its political significance, but no detail is provided
1	There is an incorrect or superficial description of the topic and its political significance

4	Highly proficient	
3	Proficient	
2	Minimally proficient	
1	Not proficient	

B. COMPONENT 2--THE STUDENT CONSTRUCTS A WELL-REASONED ARGUMENT WITH APPROPRIATE SUPPORTING EVIDENCE

4	Includes a clear, detailed and easily identifiable thesis statement/argument
3	Includes a clear, easily identifiable thesis/argument, but does not provide detail
2	Includes what may be a thesis/argument, but it is unclear and difficult to identify
1	Does not contain a stated or implied thesis statement or argument

4	Highly proficient	
3	Proficient	
2	Minimally proficient	
1	Not proficient	

C. COMPONENT 3--THE STUDENT MAINTAINS EYE CONTACT, SPEAKS AT A SPEED READILY UNDERSTANDABLE BY THE AUDIENCE, AND USES STANDARD ENGLISH

4	Consistently maintains eye contact, speaks clearly at a moderate speed and uses standard English throughout
3	Usually maintains eye contact, speaks clearly at a moderate speed and uses standard English
2	Eye contact is inconsistent; presentation speed is inconsistent; speaker sometimes mumbles or is inaudible; frequent use of colloquialisms
1	Rarely or never makes eye contact; usually speaks too fast; speaker often mumbles or is inaudible; there is little attempt to use standard English

4	Highly proficient	
3	Proficient	
2	Minimally proficient	
1	Not proficient	

D. COMPONENT 4—COMMUNICATION SKILLS ARE DEMONSTRATED THROUGH EFFECTIVE ORGANIZATION OF SPEECH

4	Highly proficient	Signposts and summaries are used to help audience follow a clearly organized presentation
3	Proficient	Presentation is clearly organized
2	Minimally proficient	Presentation is organized adequately
1	Not proficient	Presentation is disorganized

4	Highly proficient	
3	Proficient	
2	Minimally proficient	
1	Not proficient	

LEARNING OUTCOME 3: THE STUDENT WILL BE ABLE TO DEMONSTRATE THE ABILITY TO THINK CRITICALLY ABOUT KEY POLITICAL CONCEPTS

A. COMPONENT I—THE STUDENT WILL PROVIDE AN ACCURATE DESCRIPTION OF THE POLITICAL CONCEPT

4	Provides detailed and accurate description of the thinker’s ideas, including specific examples
3	Provides a less detailed but accurate description of the ideas with fewer examples
2	Provides a vague and partially accurate description of the ideas
1	Provides an inaccurate and vague (or no) description of the ideas

4	Highly proficient	
3	Proficient	
2	Minimally proficient	
1	Not proficient	

B. COMPONENT II—THE STUDENT WILL BE ABLE TO EXPLAIN THE IMPLICATIONS OF THE POLITICAL CONCEPT

4	Includes an insightful and specific presentation of the implications of the ideas discussed
3	Includes a basic and specific presentation at least one implication of the ideas discussed
2	Includes a vague or partially inaccurate presentation of the ideas’ implications
1	Includes no implications or an inaccurate understanding of the ideas’ implications

4	Highly proficient	
3	Proficient	
2	Minimally proficient	
1	Not proficient	

C. COMPONENT III—THE STUDENT WILL BE ABLE TO PROVIDE AND APPLY CRITERIA FOR EVALUATING THE CONCEPT

4	Provides insightful, accurate, and specific evaluation of the strengths and weaknesses of the thinker’s ideas
3	Provides a specific and accurate, but less developed, evaluation of the strengths and weaknesses of the thinker’s ideas,
2	Provides a superficial and unsupported evaluation of thinker’s ideas
1	Fails to provide any evaluation of thinker’s ideas or one that is based on an inaccurate understanding of the ideas

4	Highly proficient	
3	Proficient	
2	Minimally proficient	
1	Not proficient	