

**AKD Paper Assessment Rubric**

<b>Knowledge and Skills</b>	<b>1 Point</b>	<b>2 Points</b>	<b>3 Points</b>	<b>4 Points</b>
<b>Learning Goal: Employs a Sociological Imagination</b>  <b>Learning Objectives: Frames sociological question; explains purpose and motivation for the project</b>	Research question does not or barely indicates knowledge of sociology’s purpose  No clear rationale	Research question indicates understanding of topics relevant to the discipline; able to repeat previous question  Some rationale presented	Research question indicates strong familiarity with a subfield; capacity to yield new insights  Provides a suitable rationale	Research question indicates sophisticated level of understanding; critical, innovative, original thinking  Persuasive and creative rationale
<b>Learning Goal: Engages Scholarly Literature</b>  <b>Learning Objectives: Able to find and select appropriate scholarship; situates research question in body of literature</b>	Does not demonstrate awareness of the literature; reliance on too few sources  Some literature tangential; disconnected or incoherent	Reasonable awareness of the literature; describes key ideas and research findings.  Basic summary of relevant literature	Broad awareness of the literature and situates own work within it  Integrates and compares literature; range of work reflects development in thinking	All of 3 and identifies a new direction for research  Comprehensive and critical review of literature; distinguishes relevant from irrelevant
<b>Learning Goal: Knows theory and its function in sociological inquiry</b>  <b>Learning Objectives: References, explains, critiques, and applies relevant theories</b>	Does not take a clear position or draw clear conclusions; not based in theory  Includes and defines some concepts	Minimally states or links to an established theory  Uses most appropriate concepts and can explain them	Effectively supports, tests, extends, or builds on a theory  Formulates hypotheses or expectations	All of 3 and draws his/her own conclusions to build on theory  New concepts; grounded theory
<b>Learning Goal: Practices competent research skills</b>  <b>Learning Objectives: Gathers sufficient quantitative/qualitative data or theoretical evidence</b>	Insufficient amount or quality of data/evidence; for example, limited survey or interviewing skills	Adequate data/evidence; appropriate for project; basic competence in research design and execution	Strong data/evidence, possibly from different sources; Understands limitations	Very good data/evidence; original, rigorous, rich, deep, comprehensive; able to test assumptions, expectations, hypotheses and generate new knowledge
<b>Learning Goal: Creates New Knowledge</b>  <b>Learning Objectives: Understands how to draw conclusions and make an argument that is sustained throughout</b>	Draws on little or no evidence; mostly relies on opinions; weak or invalid argument	Some appropriate use of evidence, but uneven; some arguments valid and well supported	Feasible evidence used and not over-stated; main arguments valid and well supported	Fully exploits the evidence; sophisticated and persuasive argument

<b>Writing and Organization</b>	<b>1 Point</b>	<b>2 Points</b>	<b>3 Points</b>	<b>4 Points</b>
<b>Learning Goal: Writes Effectively</b>  <b>Learning Objective: Competent in Grammar, spelling, usage, citations</b>	Significantly impairs readability	Frequent or serious errors	Some minor errors	Virtually no errors
<b>Learning Objective: Competent in organizing material logically, coherently, and smoothly</b>	Needs significant reorganization	Structure is inconsistent; choppy transitions, redundancies, or disconnections	Structure supports the argument; clearly ordered sections fit together well	Structure enhances the argument; strong sections and seamless flow