

AKD Paper Assessment Rubric

Knowledge and Skills	1 Point	2 Points	3 Points	4 Points
Learning Goal: Employs a Sociological Imagination Learning Objectives: Frames sociological question; explains purpose and motivation for the project	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
Learning Goal: Engages Scholarly Literature Learning Objectives: Able to find and select appropriate scholarship; situates research question in body of literature	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
Learning Goal: Knows theory and its function in sociological inquiry Learning Objectives: References, explains, critiques, and applies relevant theories	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
Learning Goal: Practices competent research skills Learning Objectives: Gathers sufficient quantitative/qualitative data or theoretical evidence	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
Learning Goal: Creates New Knowledge Learning Objectives: Understands how to draw conclusions and make an argument that is sustained throughout	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

Writing and Organization	1 Point	2 Points	3 Points	4 Points
Learning Goal: Writes Effectively Learning Objective: Competent in Grammar, spelling, usage, citations	Significantly impairs readability	Frequent or serious errors	Some minor errors	Virtually no errors
Learning Objective: Competent in organizing material logically, coherently, and smoothly	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