

Take home Examination Grading Rubrics Fall Semester 2007

The following Rubric applies to all four questions:

<i>General</i>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
Comprehension	Sophisticated Explanation of Concepts	Appropriate explanation and application of concepts	Seems to comprehend concepts	Understanding of concepts is not clear	Does not seem to understand concepts
Integration of varied course material	Sophisticated integration of information	Evidence of integration of information	Attempts to integrate information	Information is not well integrated	No integration of material
Explanation	Detailed and in-depth, orderly, not padded, uses own words	Orderly, not padded, uses own words	Orderly, “strings together text excerpts”	Somewhat disordered, “strings together text excerpts”	Disordered, Skimpy
Writing	Excellent explanation of concepts, minimal typographical and spelling errors, grammatically correct	Good explanation of concepts, minimal typographical and spelling errors, grammatically correct	Good explanation of concepts, multiple spelling and grammatically errors	Explanations are not clear, multiple spelling and grammatically errors	Explanations are not clear, difficult to read

Subtraction of points: Inappropriate citations (missing, inaccurate, or inconsistent) = minus two points each.

The following additional rubric applies to question one:

<i>Credential Society</i>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
Critical Evaluation of “credentialism”	Sophisticated	Good	Fair	Weak	Missing
Seeming Contradiction	Carefully explains contradiction, sound substantiation or refutation of concept	Carefully explains contradiction	Weak explanation of contradiction	Notes possible contradiction	Ignores possible contradiction

Take home Examination Grading Rubric (continued):

The following additional rubric applies to question two:

<i>Family</i>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
Social Change	Sophisticated explanation of connection between family change and societal change	Appropriate explanation of connection between family change and societal change	Notes connection between family change and societal change	Notes family change or societal change	Ignores change
Social Structure	Detailed explanation of changing roles, structure, and functions	Notes changing roles, structure and functions	Notes either changing roles, structure or functions but not all 3	Lists social structures	Ignores structure

The following additional rubric applies to question three:

<i>Protestant Ethic</i>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
Social Change	Makes appropriate connection and order of change	Recognizes Weber was attempting to explain social change	Does not recognize Weber's attempt to explain social change	Misunderstands Weber's attempt to explain social change	Ignores Weber's attempt to explain social change
Evaluation of Weber's assumptions	Understands origin of Weber's ideas, acceptance or refutation is sound	Honest attempt to understand Weber's concepts, acceptance or refutation makes sense	Minimal understanding of Weber's assumptions	Accepts or refutes Weber's assumptions without explanation	Does not understand Weber's assumptions

The following additional rubric applies to question four:

<i>Sick Role</i>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
Critically evaluates Sick Role	Clearly understands implications of sick role as functional	Seems to understand implications of sick role as functional	Understanding of sick role as functional not clear	Weak understanding of sick role as functional	Does not understand sick role is functional
Connection to self	Sophisticated explanation of connection to self	Appropriate explanation of connection to self	Connection to self is not clear	Connection to self is inaccurate	Connection to self is missing