MISSISSIPPI STATE UNIVERSITY | AdvantaGE

Social Sciences — Signature Assignment Supplement

Using this rubric: Every course in this domain includes an individual signature assignment scored on the five outcomes below. Faculty choose its form, including research projects, essays, portfolios, presentations, and applied examinations. Students may demonstrate an outcome by producing the work or by correctly identifying it in material presented to them.

DESIGNING YOUR SIGNATURE ASSIGNMENT

Your Signature Assignment does not need to be a new or additional assignment. It may be an existing assignment, a collection of assignments, or specified questions/items within an examination. The important question is whether the student work provides enough evidence to evaluate the domain outcomes using the rubric below.

Before submitting, ask: *If I gave the student work to someone who did not teach this course, could that person reasonably use this rubric to determine whether the student demonstrated each outcome?*

Outcome	Clear and Consistent (4)	Present (3)	Ambiguous or Inconsistent (2)	Not Present (1)
1. Uses social science terminology, concepts, and theories or methods	The student uses social science terms accurately and applies a relevant theory or method to a situation, or correctly identifies the terms, theories, and methods at work in situations presented to them and why they fit.	The student uses or identifies terms and a relevant theory or method correctly in most instances, but the tie to the situation stays thin, uneven, or descriptive. Minor errors do not obscure meaning.	The student uses or selects some terms with errors or vague meaning, names a theory or method without connecting it to anything, or chooses a framework that does not fit the situation.	No social science terminology, theory, or method appears, or the terms used come from outside the social sciences.
2. Identifies and investigates a research question or problem using qualitative and/or quantitative data	The student states a clear, answerable research question, or a well-specified problem drawn from a theory or model, matches it to appropriate qualitative or quantitative data, and interprets those data accurately, or correctly identifies which question is answerable, which data or design would address it, and which interpretation the data support.	The student poses or identifies a research question or problem and works with relevant data, but the question is broad or the interpretation stays at the surface.	The student poses or selects a question or problem that is unclear, unanswerable, or disconnected from the data used, or misreads the data.	No research question or problem is identified or addressed, and no qualitative or quantitative data are engaged.
3. Applies ethical standards and explains the ethical principles at stake	The student represents data, results, and sources accurately and explains which ethical principles apply to the work and why, or correctly identifies the ethical principle at stake in situations presented to them and the appropriate course of action.	The student raises or identifies ethical considerations accurately, but the explanation is brief or generic, or the recognition holds for straightforward situations and breaks down on harder ones.	The student names or selects an ethical concern without explaining it, applies it to the wrong situation, or presents results in a way that is unclear or overstated.	No ethical consideration appears, or the student represents data, results, or sources in a misleading way.
4. Recognizes and responsibly cites multiple credible sources	The student attributes multiple credible sources, including datasets where relevant, accurately and consistently in a recognized style, or correctly distinguishes credible sources from non-credible ones and identifies accurate attribution when both are presented.	The student uses or identifies credible sources and attribution correctly in most instances, but the range is narrow, formatting errors occur, or the judgment holds only for obvious cases.	The student relies on or selects few sources, sources of questionable credibility, or inconsistent attribution. Opinion is treated as evidence.	No sources are cited or identified, or the student uses non-credible sources without attribution.
5. Interpret data to draw conclusions regarding how individuals and societal institutions affect each other, and what that means for practice, policy, or community	The student interprets data to explain how a specific person, group, or situation and identifiable societal institutions affect each other, or states a concrete implication of the work for practice, policy, or community, or correctly identifies either one in data or results presented to them.	The student connects the person or group to a broader social context or names an implication, or identifies either in presented material, but the institutions stay generic or the implication is asserted rather than reasoned from the situation.	The student mentions or selects society, institutions, or implications, but the tie to the person or group is unclear, contradictory, or made only in passing.	The student treats the person or group in isolation. No institution, social system, or implication beyond the individual appears.

Possible formats: project • essay • presentation • portfolio • reflection • case analysis • laboratory work • applied examination • selected exam questions • other appropriate student work

REMEMBER: The AdvantaGE rubric is used to assess evidence of student learning; it does not have to be the rubric you use to grade the assignment. You may evaluate the assignment for the course using different or additional criteria.