

Archaeology, Anthropology, History, and Sociology

PROGRAM REVIEW

Fiscal Year 2007

Faculty Members:

T. Bruce Anderson
Susan Bates
A. Dudley Gardner, Ph.D.
Charles Love
Christopher Plant
Jan Torres

Program Review Committee:

T. Bruce Anderson
Charles Love
Christopher Plant

Program Review Chair:

A. Dudley Gardner, Ph.D.

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Archaeology, Anthropology, History, and Sociology Program Review

Introduction

Sociology, Anthropology and History all examine the human experience and world cultures. Anthropology, History, and Sociology are all interested in generating written accounts of the human experience. Yet, these are distinct disciplines. At Western, our focus has not been on the distinctive natures of these disciplines, but instead on the common grounds that they share in our curriculum. At Western Wyoming Community College (WWCC) Sociology, Anthropology and History have cross pollinated enough that they have become a successful hybrid that use scientific methods to examine cultures throughout the world. These disciplines will be examined in this program review under the broader context of being Social Sciences.

Overview of the Social Sciences Program

Description

The program evaluated in this review is part of the Social Sciences. The common factor that unites Anthropology, History, and Sociology is the study of how humans interact with each other and the world around them. While each field uses techniques and methods unique to their disciplines, the common thread of trying to understand cultures ties together their areas of study. **In this review we are evaluating Archeology, Anthropology, History, and Sociology as a unified program at WWCC.**

Guiding Principles

The college has developed guidelines and assessment goals to aid in directing the college toward being a community of learners. We have adopted these principles as cornerstones of our instructional objectives. A brief look at the guiding principles helps explain part of our educational objectives.

“Learning is our purpose and students are our focus”

Western Wyoming Community College, “emphasizes active learning experiences that require higher levels of thinking” and that “provide for student life experiences and learning outside the classroom.”

Social Science is the study of the human world, both past and present, and provides a perspective for understanding human beings, their origins, and group activities. Social Scientists use scientific methods to examine cultures throughout the world, the nature of political and economic organizations, social structures, and how humans function through examining the biological, cognitive, and intrapersonal aspects of behavior.

I. Identification and Assessment of Purpose and Primary Learning Goals

1. Identify the Program's Primary Learning Goals and Objectives:

A. Social Sciences Primary Learning Goals:

Approved Social Sciences courses must meet criteria 1 and 2, plus at least one from 3, 4, and 5:

1. Introduce the student to how, through scientific study, they can understand the human world, past and present including: social groups; the evolution of human societies; the evolution of humans; the way people think and respond to various stimuli; human culture and human thought; social institutions; such as the economy, government, the educational system, and the family; how societies respond to social deviance; and the relationship between humans and their physical environment.
2. Introduce students to scientific methods and research used to analyze the human condition. Introduce the principles of effective research, such that they can discern legitimate research from incomplete research studies.
3. Provide the basic tools and capabilities needed for individuals to proficiently perform within their chosen field in the social sciences.
4. Examine cultures in or out of the United States, the nature of political and economic organizations, social structures, and how humans function through examining the biological, cognitive, and intra-personal aspects of behavior.
5. Introduce students to the current trends and practices in Sociology, Anthropology, Psychology, History, Archaeology, Political Science, Criminal Justice, Education, Economics, Social Work or Geography

The objectives are broad enough to allow for academic freedom in their classrooms, but focused enough to bind the division together with common educational goals. Assessing whether we are attaining our learning objectives in the program is an integral part of our instructional goals.

B. Social Sciences Student Learning Objectives:

Students who successfully complete social science courses will be expected to:

1. Define and solve problems using the methods specific to each discipline.
2. Communicate proficiently in a style consistent with generally accepted written and verbal social science standards. The students should be able to understand and express clearly the terms and concepts used in each of the disciplines they are studying.
3. Retrieve information and effectively articulate a point of view to people of diverse backgrounds.
4. Present their findings in both oral and written presentations.
5. Gain certain skills that aid them in developing their critical thinking skills.

6. Improve their reading skills and gain access to information in their field of studying through critical reading of their discipline's literature.
7. Have an understanding of human diversity.
8. Understand how people function on an individual basis and within groups.

C. WWCC Goals for Student Success (Assessment Goals)

Western Wyoming Community College has identified five major goals for student success to assist students in developing abilities that will help prepare them to succeed in the world today and meet the challenges of the future. These assessment goals are addressed in courses across the curriculum at WWCC.

- Communicate Competently
- Retrieve Information
- See Issues from Multiple Perspectives
- Solve Problems
- Develop Life Skills

Our Social Sciences courses address all five WWCC Goals for Student Success, but our focus has been primarily on Communicating Competently and Seeing Issues from Multiple Perspectives.

D. Examples of how we intend to accomplish some of our goals:

- **Develop Critical Thinking Skills**

We feel critical thinking is a skill students should acquire in college. It is not learned in one class or in one semester--nor is it learned from just one teacher. Nonetheless, we feel a student must gain this critical skill in order to be considered an educated individual.

To assess whether students are developing critical thinking we measure their ability to look at all sides of an issue and then draw their own conclusion. We develop essay tests to determine whether the student understands multiple dimensions and perspectives on issues. Students are required to demonstrate an understanding of what the opposing views are. The student tells the instructors what he/she thinks--but the student must take all three steps, students are examined and graded on whether they can: present a theory, an opposing theory, then draw their own conclusion in a well-thought out essay. We expect this of all students in the program. This three-step process is a basic step in starting the student down the path of critical thinking.

- **Improve Reading Skills**

Reading and listening are keys to learning. Because reading is so important to learning the students are tested on their comprehension and retention via various instruments including, but not limited to, multiple choice tests, short answer question, and essays. They are required to have a minimum comprehension of

90% for an A, 80% for a B, 70% for a C, and 60% for a D grade.¹ Instructors' grading standards vary, but all consider evaluation of reading comprehension to be a critical component of their classroom assessment. We do have a concern over whether we are measuring comprehension or recall when assessing their reading skills. Possibly in the future we should evaluate what we are measuring in our reading assessments: recall or comprehension.

- **Improve Writing Skills**

All instructors in the program area require their students to write essays. The number and length of the essays vary, but all of the instructors have essay exams in his/her classes. The students are required to *clearly state the purpose in his/her papers*. They are required to order his/her thoughts logically. Finally the learner must summarize what his or her main points are in each essay. The basics of writing good essays are evaluated program wide. A rubric showing this evaluation is provided below (See page 13).

The students are assessed both on the content and the structure of his/her essays. They are required to have a good command of specialized vocabulary of Anthropology, Sociology, and History. The essays are evaluated on whether they are clear, succinct, and well thought out. Students must cite his/her sources. Ideally we insist on all of these components being in each essay. The ultimate goal in this case is not to simply provide a grade but to get the student to the point where they communicate his/her ideas clearly so that others understand what he/she is trying to say.

- **Enhance Group Problem Solving Skills**

Our students are required to work in groups. Periodically we encourage the students working in groups to solve a problem by breaking the problem or question into parts and clearly defining the problem. We assess student's group skills using the following criteria:

The students are expected to:

1. Identify the problem and provide supporting documentation.
2. State the problem so it is clearly understood and reach a group consensus regarding the solution of the problem.
3. Write a clear sentence describing the nature of the problem.
4. Provide a summary of the various views group members identified during the discussion.
5. Demonstrate how the group considered the varying viewpoints that were discussed and use these multiple perspectives to show how the problem or issue can be solved.
6. Summarize the group's findings or solutions.

¹Sue Fahlsing, English and Reading Instructor in the Learning Center at Western Wyoming College contends: "According to most research, the average adult reads between 200 and 300 words per minute with 80 to 100 percent comprehension. The Reading Skills program in the Learning Center strives to get each developmental student up to 250 words per minute with at least 80 percent comprehension. This will help the student succeed at the college level. Furthermore, the Speed Reading program in the Learning Center starts the student at 250 words per minute and strives to at least double if not triple his or her reading rate with at least 80 percent comprehension."

E. Program-Level Assessment:

Program wide assessment began with meetings in August of 2000. As we discussed what we taught, certain common values emerged. We agreed to tailor these values to the college goals for student success. We then viewed how our educational values reflected college principles and then built foundational assessment goals for the program.

In addition to the five general goals for student success, our program has also established more program specific objectives as well. Our courses address all five WWCC Goals for Student Success, but our focus has been on communicating competently and seeing issues from multiple perspectives.

Direct and Indirect Methods of Assessment -

- We will conduct pre- and post-testing of student knowledge in a course
- We will over the next five years continue to develop a rubric or “checklist and rating scale” of competencies and administer it in conjunction with an activity or project at the end of a course
- For select students we will use a “real world” assignment to demonstrate the transfer of knowledge and evaluate whether students can integrate knowledge and skills obtained in the program. This will be measured through:
 - An assigned research/creative project to be evaluated using a rubric/checklist
 - A portfolio and review portfolios of students’ work
 - Analyze externally-reviewed exhibitions and performances by presenting papers at local, regional, national, or international conferences.
 - Evaluate student performance in internships, practica, etc., from the student’s perspective, the faculty member’s perspective, and the supervisor’s perspective.
- To measure the above a capstone experience for the Archaeology program was developed. It is offered ever other or every second or third year. (e.g.—ANTH 2800: Anthropology Portfolio Capstone)
- Analyze the WWCC assessment data collected on Assessment Day and in Academic Portfolio/Capstone classes, which is blind-scored by the Assessment Team (faculty across all divisions):
 - Research papers
 - Self-Reflection essays
 - Individual oral presentations
 - Group problem-solving/retrieving information activity
 - Computer literacy exam (the *SAM Challenge*)

F. Competencies and Assessment Methods:

A complete table of Competencies and Assessment Methods is available in Appendix I.

2. Assessment of students:

Students are evaluated for attainment of the content-specific learning goals/outcomes through measureable objective/competencies through quizzes, exams, and essays. Essays are graded using the Social Sciences Grading Rubric. The complete Grading Rubric is provided in Appendix II.

3. Review of courses included in the suggested programs:

A. Review of courses within suggested programs –

Our primary learning goals are integrated into the course outlines in the suggested programs.

- The Suggested Programs for A.A. Degree with emphasis in Archeology, A.A. Degree with emphasis in Anthropology, A.A. Degree with emphasis in History, A.A. Degree with emphasis in Sociology were revised all recently reviewed and revised. The revised degrees were presented to and approved by the Curriculum Committee on October 8, 2007.
- Revisions to the programs included the addition of COSC 1200 Computer Information Systems in an effort to a) comply with the Goal for Student Success - Communicate Competently, and b) to comply with the recently added requirement to add an approved general education computer course to all A.A. degrees prior to December, 2007.
- In addition, any previously deactivated courses or courses not recently taught were removed from the three A.A. Degree Programs.

B. Review of specific courses -

Many of our courses reflect active learning experiences that reinforce the program's primary learning goals, as follows:

- Archaeology (part of the field of study in Anthropology) and Social Work are well suited to accomplishing both of these goals. The instructors also involve their students in their research and encourage them to present their findings at conferences. In 2001 and 2002 three students co-authored papers presented at the Wyoming Archaeological Society annual conference, the Society of Historical Archaeology Conference, and the Society of American Archaeologists Conference. For example:
- Teachers encourage students to gather research data by conducting surveys of ideas and attitudes. For example in Social Problems classes the students make up a research survey and then gather the information as part of their class projects.
- Students in Sociology and Social Problems classes have conducted surveys to learn more about such things as violence abuse in the work place.

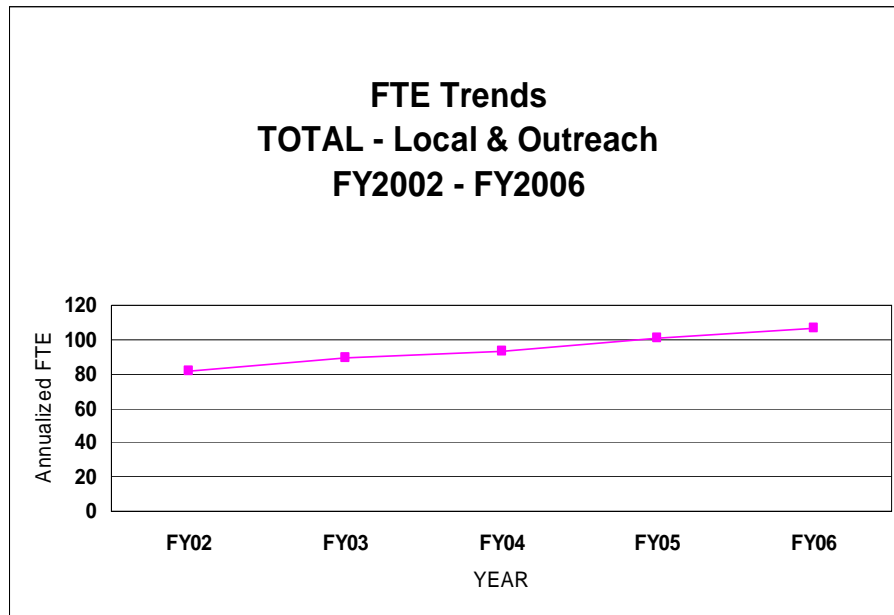
- We offer Social Science internships at various sites in the community. Students have worked at the Youth Home, at law enforcement agencies and with Probation and Parole. The active Social Science Internship Program began in 2000.
- Beginning in 1990, we offered internships to majors in archaeological analysis and field work. This program became part of the Social Science Intern Program. The internships we have offered are summarized in the table below.
- We are working on sociological internship programs.
- History students have been involved in the living history program at Fort Bridger and have worked in local museums as curator assistants.
- Students have been involved in historic site interpretation.
- Students have been involved in Environmental History field experiences.
- Students in history can work in living history programs at one of the State Historic Parks.
- Prehistoric Archaeology focuses on living in the field and working on an archaeological excavation. The course relies entirely on conducting hands-on analysis of data found during the excavation and actually conducting the excavation. For the last three years we have provided students with opportunities for active involvement in Anthropological work on Easter Island.
- Historic Archaeology requires the student to conduct archaeological excavations on a historic site and analyze the material recovered during the excavation. Students conduct the excavations along with a professional archaeologist who serves as their mentor and guide.
- Each semester students are engaged in field work such as examining petroglyphs or recording historic or prehistoric sites

II. Analysis of Program's Enrollment and Audience

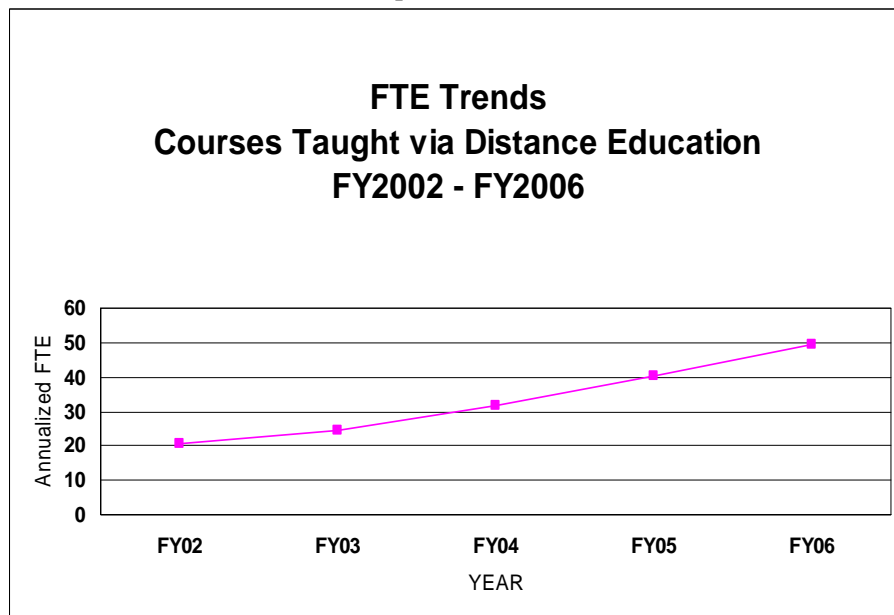
1. Enrollment over the past three years:

Enrollment in Social Science courses has exhibited steady growth over the last decade. The growth in distance education delivery has likely contributed to the growth. The charts below demonstrate the trends in FTEs which document this growth.

A. Total Enrollment for Social Science Department – All locations



B. Enrollment for Social Sciences Department - Distance Education



2. Present students:

- A. To identify our audience for courses in this area, a random sampling of students was chosen by surveying students in SOC 2350 Race & Ethnic Relations on October 25, 2007.

Survey Results	
34 Students	
1. What is your major?	
Social Sciences	18%
General/Undecided	41%
Other	41%
2. Reason for enrollment in SOC 2350?	
Required	20%
Elective	80%

- B. To further identify our audience, an analysis was conducted in October 2007 by the Registrar of the number of student with Archaeology, Anthropology, History, or Sociology majors.

REGISTERED SOCIAL SCIENCE MAJOR	NUMBER OF STUDENTS
Anthropology	4
Archaeology	4
History	7
Sociology	8
Social Science General	4
Social Work	14
Total	41

*as of Fall 2007

III. Review of Recommendations Noted in the Previous Program Review

Recommendations from 2001-2002 Program Review	Actions
Continue to work on providing resources for this area.	As can be seen in the action plan much is needed.
Look at structuring staffing requirements to insure the work load is not too heavy on any one individual.	This did have some mixed success. The addition of Ms. Sue Bates and Traci Ciepiela added needed resources.
Upgrade computers in all areas to aid in creating and generating world class distance learning delivery of Internet and web courses and at the same time allow for quality instruction and assessment.	This was done and computers are regularly upgraded.
It is recommended that a web page for Sociology and Anthropology be developed and that the Archaeology page be revised.	This has been accomplished.
Development of the Archaeology Program needs to continue.	This has been done.
Work on developing a core of courses in Sociology, History, and Anthropology that can be delivered via the web/Internet needs to continue.	This has not been accomplished and needs to be worked on.
The Intern Program needs to be strengthened and expanded.	This has been done.
Clear plans for improving student learning (assessment) need to be developed.	This is an ongoing process.
The Program Faculty need to work closely with the Assessment Office in developing means of closing the loop for assessing our program educational goals.	This is an ongoing process. Some areas need to work more towards insuring this is a collaborative process.
A strategy to strengthen the program needs to be developed.	This is uneven in implementation but it has been done for Archaeology.
Instructors in Anthropology, History, and Sociology should continue to work together to develop overall program goals and objectives.	This is one of our strengths but it needs to go a step further to enfold more individuals.
In terms of reaching college-wide learning and assessment goals all courses have now adopted at least three of the objectives considered part of the College Goals for Student Success. Most courses pursue all five of the college goals to one degree or another.	In terms of reaching college-wide learning and assessment goals all courses have now adopted at least three of the objectives considered part of the College Goals for Student Success. Most courses pursue all five of the college goals to one degree or another.

IV. Evaluation of the Facilities and Equipment

Status of the Facilities:

- ! A single space needs to be allocated to provide a learning environment that fosters the program's course goals and objectives.

Status of Equipment:

- ! Additional software needs to be budgeted for to enable the faculty to advance and present their courses on the web and via Internet.
- ! As is seen in the enrollment tables provided, the program has done extremely well in distance education. It is therefore recommended that key faculty be provided with state of the art computers.

Additional Fiscal Considerations:

- ! Technical or secretarial support needs to be increased for distance courses.
- ! Possibly in the future one new full time faculty members need to be considered for Sociology. Full time instructors in these areas would invigorate and energize the program stimulating growth in enrollments. While there are many options available, more staff is needed to expand the offerings in this area and to support what is taking place in the program. As already noted, one point worthy of note is that in many schools Sociology and Anthropology are in one department. At WWCC the historians have been trained as social historians. Thus the configuration of this program is a better fit for this college than it might be for other institutions. When hiring faculty members in the future, employing instructors that have cross discipline training needs to be considered.
- ! Archaeology needs the following long term assistance. Much of this has been achieved but needs to be built in the annual budget under the History line. The logic in placing it under the History line is our focus is on Historic Archaeology. The last two years we have worked collaboratively with Stanford University and have had our students work in their historical archaeological field schools. We should continue to do this. The following table shows the total number of students enrolled in summer field schools. These were funded by federal grants. The financial request is for in-cash match. The funds will be used for analysis, housing, mileage, and food for students.

Summer Field School Year	Number of Students	Where	Average annual FTE
2007	25	Colorado Montana Wyoming	7
2006	25	Colorado Montana Wyoming	7
2005	24	Colorado Montana Wyoming	7

We are requesting an annual budget of \$7,000 to go under the budget line of other operating expenses.

V. Review of Printed Materials and Website

Course catalog –

The 2007-2008 catalog lists detailed requirements for the specific Social Science program, and is listed from page 107 through page 112. All course descriptions contained in the current catalog are up to date. Social Science general education requirements are listed on pages 53, 54, and 55, and are accurate.

Brochures –

The Archaeology, Anthropology, History, and Sociology Departments each have separate brochures which are up-to-date.

Website –

The individual web pages for the each of the Archaeology, Anthropology, History, and Sociology Departments have been updated as of Fall 2007. They include appropriate and current information and links.

VI. Summary of Strengths, Limitations, and Opportunities

Strengths -

We have continued to witness enrollment increases within these four areas.

Limitations -

A single space needs to be allocated to provide a learning environment that fosters the program's course goals and objectives.

Opportunities to Improve -

The vision for the program has been contained in the minds and energy of the faculty. The vision and drive of the faculty are to be commended. Not only has the archaeology department been the driving force behind an international meritorious award from the *Society of Historic Archaeology*, the program has trained students who teach in Universities throughout North America. Keeping the spark alive requires a fresh view of the future. Again the program is at the forefront of change in that it is becoming more involved in research that can be directly applied to the classroom. But the principle vision comes in a desire to better prepare their students to work in a very diverse and complex world. The vision is to prepare students to not only live in a diverse environment, but be ethical leaders in the emerging global culture and economy.

PLAN... Action Plans for 2006 - 2010

1. Existing Plan

Academic Year 2006-2007			
Task or Action	Purpose	Measure of Success	Who is Responsible?
Work towards developing assessment instruments for the program.	To insure improvement in quality of education.	Develop the assessment instrument.	Social Science Faculty
Work towards improving writing in all classes.	To improve student writing abilities.	Attain 60% of goals outlined in Competencies and Assessment Methods.	Social Science Faculty
Work towards improving public speaking in all classes.	To improve student speaking abilities.	Begin to develop public speaking goals for each class.	Social Science Faculty
Work towards improving Website for program.	To aid in student recruitment.	The Web site has improved.	Social Science Faculty
Work towards articulation with the University of Wyoming (UW) transfer courses and programs..	This will aid the students in their effort to transfer to a four year institution or	Continue to attend articulation meetings.	Social Science Faculty

	obtain a job.	
Tasks Dependent on Funding (Provide estimated cost)	Data to Justify Need, and Consequence of Not Funding	Who is Responsible?
Upgrade teaching facilities.	The attached FTE report supports this need.	Academic Council And Academic Dean

2. Future Planning: Three-Year Action Plan

Academic Year 2008-2010			
Task or Action	Purpose	Measure of Success	Who is Responsible?
Work towards improving writing in all classes.	To improve student writing abilities.	Attain 70% of goals outlined in Competencies and Assessment Methods.	Social Science Faculty
Work towards improving public speaking in all classes.	To improve student speaking abilities.	Insure public speaking is part of each course.	Social Science Faculty
Tasks Dependent on Funding (Provide estimated cost)	Data to Justify Need, and Consequence of Not Funding	Who is Responsible?	
Improve on-line delivery.	The attached FTE report supports this need.	Academic Council and Academic Dean	
Improve quality of software and Computers \$9,800.00	The attached FTE report supports this need. We will diminish our ability to deliver quality instruction if we do not keep up with the technology.	Academic Council and Academic Dean	

Summary

Social Science is the study of the human world, both past and present, and provides a perspective for understanding human beings, their origins, and group activities. Social Scientists use scientific methods to examine cultures throughout the world, the nature of political and economic organizations, social structures, and how humans function through examining the biological, cognitive, and intrapersonal aspects of behavior.

This program is facing several challenges which we must look forward to meet. The first one is to chart the direction of these four areas for the next five years. The second is to insure the faculty in the areas has the right training and certifications in the areas which they are teaching in.

Competencies and Assessment Methods

Primary learning goals	WWCC Goal for Student Success	Learning Outcomes to Assess Goals	Assessment Methods
Define and solve problems using the methods specific to the social sciences and present these findings in both oral and written presentations	<p>Critical Thinking: Through scientific inquiry the student will begin to analysis and evaluate social and cultural groups.</p> <p>Solve Problems: The student through scientific study, will look at the human world, past and present including: social groups; the evolution of human societies; the evolution of humans; the way people think and respond to various stimuli and how this create human culture, human thought, and social institutions</p>	<i>Students will:</i> Present hypothesis about social/cultural institutions and test those theories using standard anthropological, historical and social methodologies.	This will be tested through exams and research papers submitted.
Communicate proficiently in a style consistent with generally accepted written and verbal social science standards. The students should be able to understand and express clearly the terms and concepts used in Sociology, Anthropology and History and present their findings in both oral and written presentations.	The goal is to insure the students are familiar with the language and writing styles of each discipline.	<i>Students will:</i> Submit written essays and research papers.	The essays and research papers will be assessed for clarity, content, use of acceptable source material. In addition oral presentations will be evaluated for content and logical style of presentation.
Retrieve information and effectively present the material and point of view to people of diverse backgrounds.	<p>Retrieve Information. The goal is to have each student aware of acceptable research methods and materials.</p> <p>See Issues from Multiple Perspectives.</p> <p>The student will be aware of points and counter points and</p>	<i>Students will:</i> Research primary materials and learn how to evaluate social science data. The tools used in statistics will be introduced especially in terms of critical evaluation of data sets.	Tests, essays, and research papers.

	consider the audience the research is intended for.		
Improve reading skills and gain access to information in their field of study through critical reading of their discipline's literature	Retrieve information: we intend to reinforce the concept that reading is critical to retrieving information. Develop Life Skills: The ability to read critically is essential to good writing and comprehension of data. This is an essential life skill.	<i>Students will:</i> At times be called one to read out loud—at other time read and evaluate the materials they are reading.	This will be evaluated through oral presentation and tests over reading material.
Have an understanding of human diversity	See Issues from Multiple Perspectives: The fields of Sociology, Anthropology, and History have as part of their content goals the presentation of multiple issues.	<i>Students will:</i> Take an issue look and both sides of the issue and present them then draw their own conclusion, but in the process they will consider the nature of human diversity.	This will be evaluated in class presentations, essays, and research papers.
Understand how people function on an individual basis and within groups	See Issues from Multiple Perspectives: Looking at how groups function helps explain why individuals develop social structures. We will look at the cultures evolve and create and revise social structures.	<i>Students will:</i> understand social structures and cultural change.	Written essays and tests.

Social Sciences Grading Rubric

WWCC Goal Assessed	0 Criteria not met	1 Criteria partially met/needs improvement	2 Criteria met basic competencies	3 Criteria exceeds basic competencies	SCORE
Communicate Competently/The ability to write a well-crafted research paper					
<ul style="list-style-type: none"> Based upon writing a research paper. Benchmark: 80% should achieve Level 2 or higher. 	Cite Sources	Claims in the paper are supported by at least 2 examples or pieces of evidence	Each claim or point is supported by at least 3 examples or piece of evidence	Each point or argument in the paper is supported by more than one example or piece of evidence	
Retrieve Information: Knows and Uses Appropriate Sources					
<ul style="list-style-type: none"> Includes a minimum of 3 pieces of evidence Benchmark: 80% should achieve level 2 or higher. 	No outside sources used. No direct quotes or paraphrases used	Fewer than 3 outside sources used. Fewer than 2 direct quotes and 3 paraphrases used. Or student relies on only one source	3 outside sources used. Uses at least 2 direct quotes and 3 paraphrases in the essay	More than 3 outside sources used. Uses more than 2 direct quotes and more than 3 paraphrases to support points Knows and consults professional resources (e.g. primary documents or archaeological data is used, etc.)	
<ul style="list-style-type: none"> Documentation criteria Competencies: 80% should achieve level 2 or above. 	No documentation and citation used	Documentation and citation used inconsistently and marred by errors	Documentation and citation is generally used properly and consistently	Documentation and citation rules are used properly even in uncommon cases	
<ul style="list-style-type: none"> Competencies: Cites references to statutes. Benchmark: 80% should achieve level 2 or above. 	No Works Cited page or bibliography used	Works Cited page exists but is marred by errors	Works Cited page generally uses appropriate conventions in most circumstances for citing sources	Works Cited page uses appropriate conventions in citing all sources	
See Issues from Multiple Perspectives					
<ul style="list-style-type: none"> Competencies: Considers diverse points of view. Benchmark: 80% should achieve level 2 or above. 	No other perspective is discussed other than student's own	Another perspective is discussed but not fairly	Another perspective is fairly discussed	More than one other perspective is fairly discussed	