

Social Psychology of Adolescence

Higher Level Thinking: The New Norm(al)

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	4 Advanced	3 Proficient	2 Basic	1 Below Basic
Analysis Identifies parts of a whole Organizes parts Recognizes patterns Recognizes hidden meanings	<p><i>Fact Finding</i> o Uses data as evidence to numerically define a problem in middle school</p> <p>o designed a survey that accounted for a wide range of factors while isolating variables to numerically define a problem</p> <p><i>Problem Finding</i> o applied a wide variety (6+) of descriptive statistics (Measures of central tendency, Variation (range, standard deviation), Correlation coefficient, Frequency distribution (normal, bimodal, positive skew, negative skew)) to a dataset to identify and describe a single problem</p> <p>o identifies wide variety (6+) of Social Psychological concepts (Bystander effect, Social facilitation, Social inhibition, Group Polarization, Deindividuation, Diffusion of Responsibility, In-group/out-group bias, Reciprocity norms, Social norms, Social traps, Prisoner's dilemma, Group Influence, Prejudice, Cognitive Dissonance) to describe the persistence or scope of the problem</p>	<p><i>Fact Finding</i> o Uses data as evidence to describe a problem in middle school</p> <p>o designed a survey that accounted for a narrow range of factors while isolating variables to numerically define a problem</p> <p><i>Problem Finding</i> o applied a variety (4+) of descriptive statistics (Measures of central tendency, Variation (range, standard deviation), Correlation coefficient, Frequency distribution (normal, bimodal, positive skew, negative skew)) to a dataset to identify and describe a single problem</p> <p>o identifies a variety (4+) of Social Psychological concepts (Bystander effect, Social facilitation, Social inhibition, Group Polarization, Deindividuation, Diffusion of Responsibility, In-group/out-group bias, Reciprocity norms, Social norms, Social traps, Prisoner's dilemma, Group Influence, Prejudice, Cognitive Dissonance) to describe the persistence or scope of the problem</p>	<p><i>Fact Finding</i> o Uses no data to describe a problem in middle school</p> <p>o designed a survey that accounted for a narrow range of factors while isolating variables to anecdotally define a problem</p> <p><i>Problem Finding</i> o applied a selection (2+) of descriptive statistics (Measures of central tendency, Variation (range, standard deviation), Correlation coefficient, Frequency distribution (normal, bimodal, positive skew, negative skew)) to a dataset to identify and describe a single problem</p> <p>o identifies a selection (2+) of Social Psychological concepts (Bystander effect, Social facilitation, Social inhibition, Group Polarization, Deindividuation, Diffusion of Responsibility, In-group/out-group bias, Reciprocity norms, Social norms, Social traps, Prisoner's dilemma, Group Influence, Prejudice, Cognitive Dissonance) to describe the persistence or scope of the problem</p>	<p><i>Fact Finding</i> o Uses no data to poorly describe a problem in middle school</p> <p>o designed a survey that accounted for a single factor while isolating variables to anecdotally define a problem</p> <p><i>Problem Finding</i> o did not apply adequate descriptive statistics (Measures of central tendency, Variation (range, standard deviation), Correlation coefficient, Frequency distribution (normal, bimodal, positive skew, negative skew)) to a dataset to identify and describe a single problem</p> <p>o identifies a minimal amount (0+) of Social Psychological concepts (Bystander effect, Social facilitation, Social inhibition, Group Polarization, Deindividuation, Diffusion of Responsibility, In-group/out-group bias, Reciprocity norms, Social norms, Social traps, Prisoner's dilemma, Group Influence, Prejudice, Cognitive Dissonance) to describe the persistence or scope of the problem</p>
Synthesis Uses old ideas to create new ideas Relates knowledge from several areas Predicts and draws conclusions Creatively combines parts to make a new whole	<p><i>Problem Finding Cont.</i> o identified which two sociological theory (functionalism, conflict, feminism, interactionism) OR (Cognitive and Intrapersonal Social Psychology, Symbolic Interactionism, Structural Social Psychology) the problem best falls into, justifies the response, and defends against a likely criticism</p> <p>o identified multiple (3+ ea) realistic unintentional consequences of solving the problem (Latent v. Manifest in functionalism)</p> <p>o identified and classified a wide range (6+ from 4 categories) (formal, informal, internal, external, positive, negative, punishment, reinforcement)</p>	<p><i>Problem Finding Cont.</i> o identified which one sociological theory (functionalism, conflict, feminism, interactionism) OR (Cognitive and Intrapersonal Social Psychology, Symbolic Interactionism, Structural Social Psychology) the problem best falls into, justifies the response, and defends against a likely criticism</p> <p>o identified multiple (2+ ea) realistic unintentional consequences of solving the problem (Latent v. Manifest in functionalism)</p> <p>o identified and classified a wide range (4+ from 3 categories) (formal, informal, internal, external, positive, negative, punishment, reinforcement)</p>	<p><i>Problem Finding Cont.</i> o identified which one sociological theory (functionalism, conflict, feminism, interactionism) OR (Cognitive and Intrapersonal Social Psychology, Symbolic Interactionism, Structural Social Psychology) the problem best falls into, justifies the response</p> <p>o identified multiple (1+ ea) realistic unintentional consequences of solving the problem (Latent v. Manifest in functionalism)</p> <p>o identified and classified a wide range (3+ from 2 categories) (formal, informal, internal, external, positive, negative, punishment, reinforcement) multiple social sanctions that</p>	<p><i>Problem Finding Cont.</i> o identified which one sociological theory (functionalism, conflict, feminism, interactionism) OR (Cognitive and Intrapersonal Social Psychology, Symbolic Interactionism, Structural Social Psychology) the problem best falls into</p> <p>o identified multiple (1+) realistic unintentional consequences of solving the problem (Latent v. Manifest in functionalism)</p> <p>o identified and classified a wide range (2+ from 1 categories) (formal, informal, internal, external, positive, negative, punishment, reinforcement) multiple</p>

	<p>multiple social sanctions that perpetuate the problem (symbolic interactionism/ norms)</p> <p>o utilizes the sociological imagination to apply the problem to several (3+) sociological units of analysis</p> <p><i>Idea Finding</i> o uses brainstorming techniques to develop possible mitigations for each sanction that perpetuates the problem</p> <p>o uses brainstorming techniques to develop a wide variety of possible sanctions-based solution</p> <p>o Uses brainstorming techniques to develop possible solutions based on identified levels of conformity (acceptance v. compliance)</p>	<p>multiple social sanctions that perpetuate the problem (symbolic interactionism/ norms)</p> <p>o utilizes the sociological imagination to apply the problem to multiple (2) sociological units of analysis</p> <p><i>Idea Finding</i> o uses brainstorming to develop possible mitigations for most of the sanctions that perpetuates the problem</p> <p>o uses brainstorming to develop a narrow variety of possible sanctions-based solution</p> <p>o Uses brainstorming techniques to develop possible solutions based on distinct levels of conformity (acceptance v. compliance)</p>	<p>perpetuate the problem (symbolic interactionism/ norms)</p> <p>o utilizes the sociological imagination to apply the problem to a single (1) sociological units of analysis</p> <p><i>Idea Finding</i> o uses brainstorming to develop possible mitigations for some of the sanctions that perpetuates the problem</p> <p>o does not brainstorm but, develops a possible sanctions-based solutions</p> <p>o Uses brainstorming to develop possible solutions based on indistinct levels of conformity (acceptance v. compliance)</p>	<p>social sanctions that perpetuate the problem (symbolic interactionism/ norms)</p> <p>o utilizes the sociological imagination to apply the problem no (0) sociological units of analysis</p> <p><i>Idea Finding</i> o does not brainstorm and, develops no mitigations for the sanction that perpetuates the problem</p> <p>o does not brainstorm and, develops a possible sanctions-based solutions</p> <p>o Does not brainstorm but, to developed possible solutions based on indistinct levels of conformity (acceptance v. compliance)</p>
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<p>Evaluation</p> <p>Compares and discriminates between ideas</p> <p>Assesses the value of theories/ presentations</p> <p>Makes choices based on reasoned arguments</p> <p>Verifies the value of evidence</p> <p>Recognizes subjectivity</p>	<p><i>Solution Finding</i> o describes a desired end-state/outcome as a measurable outcome statement on multiple (2) sociological units of analysis (individuals, groups, artifacts, geographical units, social interaction measure)</p> <p>o Combines elements of mitigation (minimizing impact of behaviors), co-opt/preemption (utilize existing behaviors), and creation (developing new behaviors) to achieve a desired end-state. (3+) o considers multiple (2+) realistic latent consequences of developed solution</p> <p><i>Acceptance Finding</i> o Identifies several (4+) populations/roles that will need to be involved in implementing the new norm for its successful implementation</p> <p>o creates a guide for each (4+) identified group that needs to be involved in implementing the new norm</p> <p>o utilizes the sociological imagination to summarize the anticipated results of the new norm based on several (3) sociological units of analysis</p>	<p><i>Solution Finding</i> o describes a desired end-state/outcome as a measurable outcome statement on a single (1) sociological unit of analysis (individuals, groups, artifacts, geographical units, social interaction measure)</p> <p>o Combines elements of mitigation (minimizing impact of behaviors), co-opt/preemption (utilize existing behaviors), or creation (developing new behaviors) to achieve a desired end-state. (2) o considers single realistic latent consequence of developed solution (1)</p> <p><i>Acceptance Finding</i> o Identifies multiple (3) populations/roles that will need to be involved in implementing the new norm for its successful implementation</p> <p>o creates a guide for each (3) identified group that needs to be involved in implementing the new norm</p> <p>o utilizes the sociological imagination to summarize the anticipated results of the new norm based on multiple (2) sociological units of analysis</p>	<p><i>Solution Finding</i> o describes a desired end-state/outcome as an unmeasurable outcome statement on a single (2) sociological unit of analysis (individuals, groups, artifacts, geographical units, social interaction measure)</p> <p>o Uses elements of mitigation (minimizing impact of behaviors), co-opt/preemption (utilize existing behaviors), or creation (developing new behaviors) to achieve a desired end-state. (1) o considers unrealistic latent consequences of developed solution (2+)</p> <p><i>Acceptance Finding</i> o Identifies single (2) populations/roles that will need to be involved in implementing the new norm for its successful implementation</p> <p>o creates a guide for each (2) identified group that needs to be involved in implementing the new norm</p> <p>o utilizes the sociological imagination to summarize the anticipated results of the new norm based on a single (1) sociological unit of analysis</p>	<p><i>Solution Finding</i> o describes a desired end-state/outcome as an unmeasurable outcome statement on no (1) sociological unit of analysis (individuals, groups, artifacts, geographical units, social interaction measure)</p> <p>o Uses no elements of mitigation (minimizing impact of behaviors), co-opt/preemption (utilize existing behaviors), or creation (developing new behaviors) to achieve a desired end-state. (0) o considers unrealistic latent consequence of developed solution (1)</p> <p><i>Acceptance Finding</i> o Identifies no (1) populations/roles that will need to be involved in implementing the new norm for its successful implementation</p> <p>o creates a guide for each (1) identified group that needs to be involved in implementing the new norm</p> <p>o utilizes the sociological imagination to summarize the anticipated results of the new norm based on (0) sociological units of analysis</p>
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