DRAFT Diversity VALUE RUBRIC

Developed from the Global Learning and Intercultural Knowledge and Competence Rubrics, for more information, please contact value@aacu.org

	Capstone 4	Milestones 3	2	Benchmark 1
Knowledge *Self-awareness*	Articulates insights into familiar cultural rules, biases, and identity in local and/or global contexts	Recognizes new perspectives about familiar cultural rules, biases, and the impact of individual actions in local and/or global contexts.	Identifies familiar cultural rules, biases, or identity in local and/or global contexts	Shows minimal awareness of familiar cultural rules, biases, and identity in local and/or global contexts (even biases and rules shared with a cultural group(s)
Knowledge *Cultural worldview frameworks*	Demonstrates sophisticated understanding of the complexity of elements important to what people do in different contexts in relation to history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to what people do in different contexts in relation to history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to what people do in different contexts in relation to history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to what people do in different contexts in relation to history, values, politics, communication styles, economy, or beliefs and practices.
Skills *Empathy*	Interprets and applies more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group within human and natural systems.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions or investigations of subjects within human and natural systems.	Identifies components of other cultural perspectives but responds in all situations with own worldview when exploring subjects within natural or human systems.	Views and identifies the experience of others but does so through own worldview.
Skills *Verbal and nonverbal communication*	Articulates a complex understanding of worldview and other cultural differences in verbal and nonverbal communication (e.g. demonstrates understanding of the degree to which people use physical contact or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in worldview and other cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some worldview and other cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of worldview and other cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes *Curiosity*	Asks complex questions about others, including others' worldviews, experiences, and power structures, as well as seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about others, including others' worldviews, experiences and power structures as well as, seeks out answers to these questions.	Asks simple or surface questions about others, including others' worldviews, experiences and power structures.	States minimal interest in learning more about others, including others' worldviews, experiences and power structures.
Attitudes *Openness*	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and? is unaware of own judgment.
Applications *Personal and social responsibility*	Takes informed and responsible action to address ethical, social, cultural, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, cultural, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility.	Explains the ethical, social, cultural, and environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.
Applications *Understanding global systems*	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.	Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	Defines global challenges in basic ways, including a limited number of perspectives and solutions.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.