

CIVIC LITERACY ASSESSMENT RUBRIC

LEARNING OUTCOME:

Students will apply civic knowledge, associated with historical structures of power, to self-discovery and responsibility to the community.

| Criteria | Advanced (4) | Proficient (3) | Developing (2) | Beginning (1) |
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| Civic Knowledge <i>How well one understands governmental structures, processes, and civic responsibilities.</i> | Thoroughly comprehends the complexity of key civic concepts (e.g., evidence, theories, members, issues). | Comprehends key civic concepts but does not grasp complexity of the concepts. | Approaches comprehension of key civic concepts with occasional inaccuracy. | Exhibits limited comprehension of key civic concepts. |
| Analysis of Structures of Power <i>How well one analyzes the distribution and dynamics of authority in society and institutions (e.g., institutionalized privilege, oppression, inequity, violence, marginalization, and minoritization).</i> | Thoroughly analyzes historical and contemporary power structures by articulating the distribution and dynamics of authority while considering community well-being. | Adequately analyzes historical and contemporary structures of power by acknowledging the dynamics of authority and community well-being. | Provides incomplete analysis of historical and contemporary structures of power by omitting important aspects of the dynamics of authority and community well-being. | Provides insufficient analysis of historical and contemporary structures of power. |
| Application to Self-Discovery <i>How well one connects personal values with civic engagement opportunities.</i> | Thoroughly communicates self-discovery by identifying one's role relative to civic identity, values, and their potential community impact. | Communicates self-discovery by identifying one's role relative to civic identity, values, and their potential community impact, but lacks depth in some areas. | Approaches self-discovery with a limited recognition of one's role relative to civic identity, values, and their potential community impact. | Lacks one's self-awareness. |
| Use of Civic Knowledge to Advance Social Responsibility <i>How well one integrates civic knowledge when examining community needs.</i> | Thoroughly incorporates civic knowledge in the evaluation of community needs while demonstrating a clear commitment to social responsibility. | Applies civic knowledge proficiently to evaluate community needs with some commitment to social responsibility. | Applies civic knowledge, but the application inaccurately reflects community needs. | Exhibits minimal application of civic knowledge in evaluating community needs. |
| Disciplinary Application <i>How well one applies civic knowledge to disciplinary-specific issues.</i> | Thoroughly synthesizes and integrates the complex relationship between civic knowledge and the discipline. | Adequately analyzes the relationship between civic knowledge and the discipline. | Identifies and describes the relationship between civic knowledge and the discipline in a limited manner. | Exhibits little to no recognition of how the relationship between civic knowledge and the discipline is intertwined. |