

INTERCULTURAL ENGAGEMENT ASSESSMENT RUBRIC

LEARNING OUTCOME:

Students will integrate knowledge and relationships reflective of the diversity of human experience and forms of expression.

Criteria	Advanced (4)	Proficient (3)	Developing (2)	Beginning (1)
Cultural Self-Awareness <i>Knowledge and recognition of one's own cultural identity(ies), values, beliefs, and biases.</i>	Thoroughly evaluates personal assumptions, judgements, and biases about one's own culture. Articulates how experiences or complexities result in a shift in self-perception.	Recognizes and analyzes one's own cultural assumptions, judgements, and biases. Acknowledges that complexities can result in changes in the cultural self.	Identifies one's own cultural assumptions, judgements, and biases. There is some description of one's own cultural values and self-perception.	Shows little or no awareness of personal assumptions, judgements, and biases. Does not describe one's own values or cultural framework.
Cultural Worldview <i>Lenses (e.g., cognitive, affective) through which one construes experiences, and makes sense of and relates to the world around them.</i>	Critically evaluates the complexities of multiple worldviews. Competently navigates differences between- and within- cultures.	Compares and contrasts one's own culture and the culture of others. Wrestles with the tension between- and within- culture experiences.	Acknowledges cultural differences, and realizes that these are rooted in different worldviews.	Shows little or no recognition of cultural differences. All cultures are/should be the same as one's own.
Recognition of Intersectionality <i>How complex social constructs (e.g., race, gender, socio-economic status, etc.) are inter-related.</i>	Thoroughly synthesizes how two or more complex social constructs are connected. Evidence provided is insightful, compelling, and nuanced.	Analyzes how two or more social constructs are related. Evidence provided is accurate, and addresses complexities.	Describes issues relating to two or more social constructs with a rudimentary concept of how they are connected. Evidence provided is superficial/shallow.	Identifies/begins to describe issues relating to two or more social constructs without addressing their relationship with one another. Evidence provided may be flawed.
Drawing Connections <i>Incorporation of intercultural knowledge to impact positive social change</i>	Incorporates and converts intercultural knowledge to influence and address complex societal problems beyond oneself.	Examines and defends intercultural knowledge's role in addressing societal problems.	Shows surface-level reconciliation of how intercultural knowledge may be leveraged for impactful societal change.	Shows little or no understanding of incorporating intercultural knowledge to impact societal problems.
Disciplinary Application <i>How well one applies intercultural knowledge and complex relationships to disciplinary-specific concerns.</i>	Thoroughly synthesizes and integrates the complex relationship between intercultural knowledge and the discipline.	Adequately analyzes the relationship between intercultural knowledge and the discipline.	Identifies and describes the relationship between intercultural knowledge and the discipline in a limited manner.	Exhibits little to no recognition of how the relationship between intercultural knowledge and the discipline is intertwined.