

Scoring Rubric for C & I 1 Assessment of Student Learning (2016-17)

Objective	Highly proficient (4)	Proficient (3)	Approaching proficiency (2)	Not proficient (1)
C & I 1.1 Identify significant elements of the cultures examined.	Significant elements of the culture are stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Significant elements of the culture are stated, described, and clarified so that understanding is not seriously impeded by omissions.	Significant elements of the culture are stated, but description leaves some components undefined, ambiguous, or unexplored.	Elements are identified, but may not be significant, or no clarification or description is provided.
C & I 1.2 Recognize the complexity of the cultures examined.	Provides a sophisticated and nuanced description of multiple cultural elements related to one or more of the following: history, art, values, politics, communication styles, economy, or beliefs and practices.	Provides a clear description of multiple cultural elements related to one or more of the following: history, art, values, politics, communication styles, economy, or beliefs and practices.	Provides a limited description of multiple cultural elements related to one or more of the following: history, art, values, politics, communication styles, economy, or beliefs and practices.	Provides an ambiguous or inaccurate description of multiple cultural elements OR provides a description of primarily one culture related to one or more of the following: history, art, values, politics, communication styles, economy, or beliefs and practices.
C & I 1.3 Analyze and/or interpret significant texts, ideas, issues and/or events in their historical contexts, using at least one disciplinary method.	Ideas/practices/issues/events are clearly and comprehensively described within their historical context. Information is presented with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.	Ideas/practices are clearly described within their historical context. Information is presented with enough interpretation/evaluation to develop a coherent analysis or synthesis.	Ideas/practices are stated but description lacks historical or leaves some terms undefined, ambiguous, or unclear. is presented with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.	Ideas/practices are stated without sufficient clarification, description, accuracy, or attention to historical context. Information is taken from source(s) without any interpretation/evaluation.
C & I 1.4 Examine and analyze both shared and diverse human experiences across cultures and periods in order to comprehend the relevance the past to the cultural present.	1.4a: Provides a sophisticated analysis of similarities and differences of multiple cultures/worldviews. 1.4b: Students' make connections between cultural experiences or elements across historical up to and including the present.	Provides an analysis of similarities and differences of multiple cultures/worldviews in some depth. Students' make connections between cultural experiences or elements across historical up to and including the present, although the analysis may be limited.	Provides a limited analysis of similarities and differences of multiple cultures/worldviews. Students' make connections between cultural experiences or elements across historical periods, up to and including the present, the connection is weak or underdeveloped.	Provides some description of and differences of multiple cultures/worldviews, but no analysis. Students' do not make connections between cultural experiences or elements across historical periods, up to and including the present.