

ELSJ Core Assessment Rubric
(August 2016)

Objective	Highly proficient - 4	Proficient - 3	Approaching proficiency - 2	Not proficient - 1
<p>1.1 Recognize the importance of life-long responsible citizenship and civic engagement in personal and/or professional activities in ways that benefit underserved populations. (Civic Life, Civic Engagement, and Social Justice)</p>	<p>Provides conceptual or concrete examples of value of civic engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and/or appreciation of public action <u>that addresses the needs of underserved populations.</u></p>	<p>Expresses value of civic engagement activities and describes what she/he has learned about her or himself through experiences and/or academic course material as it relates to a growing sense of civic identity and/or appreciation of public action <u>that addresses the needs of underserved populations.</u></p>	<p>Evidence suggests involvement in and/or thinking about civic engagement activities is generated from prior expectations or surface-level awareness rather than analysis of experiences related to developing a sense of civic identity and/or appreciation of public action <u>that addresses the needs of underserved populations.</u></p>	<p>Provides no awareness of her/his experience in and/or thinking about civic engagement activities and does not connect experiences/ideas to civic identity or appreciation of public action <u>that addresses the needs of underserved populations.</u></p>
<p>1.2 Demonstrate an understanding and appreciation of the formal and informal knowledge, wisdom, and/or skills that individuals in these communities possess, showing awareness of own and at least one other perspective/worldview. (Perspective)</p>	<p>Generates in-depth or multi-faceted analysis of learning from diversity of communities and cultures.</p> <p>Interprets community experiences from the perspectives of own and at least one other perspective or worldview and demonstrates ability to think and/or act in a supportive manner that recognizes and respects the needs of another group.</p>	<p>Develops at least one specific observation of what can be learned or concrete areas where learning can take place from diversity of communities and cultures.</p> <p>Recognizes more than one perspective or worldview within community experiences and sometimes considers more than one perspective or worldview in thought and/or interactions.</p>	<p>Demonstrates general or surface-level understanding of learning experienced (or that can be experienced) through diversity of communities and cultures.</p> <p>Identifies components of other perspectives or worldviews within community experiences, but responds in all situations with own perspective or worldview.</p>	<p>Demonstrates no (or extremely stereotyped) understanding of (or is indifferent or resistant to) what can be learned from diversity of communities and cultures. (Note: Understanding cannot just be about individuals and individual differences.)</p> <p>Views the experiences of others through own perspective or worldview.</p>
<p>1.3 Recognize, analyze, and understand the social reality and injustices in contemporary society, including recognizing the relative privilege or marginalization of their own and other groups. (Social Justice)</p>	<p>Demonstrates sophisticated understanding of the complexity of group differences that lead to privilege, marginalization, and/or social injustice (including related UNDERLYING CAUSES such as social, structural, economic ideological, political, historical, cultural, or other relevant factors.)</p>	<p>Demonstrates some understanding <u>of the complexity of group differences</u> that lead to privilege, marginalization, and/or social injustice (including related UNDERLYING CAUSES such as social, structural, economic ideological, political, historical, cultural, or other relevant factors.)</p>	<p>Demonstrates surface understanding* of group differences that lead to privilege, marginalization, and/or social injustice (including related UNDERLYING CAUSES such as social, structural, economic ideological, political, historical, cultural, or other relevant factors.)</p> <p>* Examples of “surface understanding” may include merely listing one or more differences, failing to demonstrate any understanding of complexity, or identification but rejection of group differences.</p>	<p>Demonstrates no awareness that there are <u>group differences</u> that lead to privilege, marginalization, and/or social injustice (including related UNDERLYING CAUSES such as social, structural, economic ideological, political, historical, cultural, or other relevant factors.)</p>