



## ORAL COMMUNICATION RUBRIC

This rubric was adapted from the AACU's VALUE rubric, developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. This adaptation is designed to aid Columbia Gorge Community College's (CGCC) specific assessment plan of its institutional core learning outcomes. The rubric articulates fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubric is intended for institutional-level use in evaluating and discussing student learning, not for grading. As the AACU recommended, the core expectations articulated in all of its VALUE rubrics was translated into the language of CGCC's campuses, disciplines, and even courses. The rubric positions learning at undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

*The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.*

### Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

### Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

### Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- Central message: The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- Delivery techniques: Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- Language: Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- Organization: The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.

- Supporting material: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speakers credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

	<b>Mastery 4</b>	<b>Accomplished 3</b>	<b>Developing 2</b>	<b>Beginning 1</b>	<b>Not Demonstrated 0</b>	<b>Not Applicable</b>
<b>General purpose</b>	Purpose is <b>compelling, precisely stated, appropriately repeated, memorable</b> , and <b>strongly supported</b> . Purpose and evidence are <b>aligned well</b> .	Purpose is <b>clear</b> and <b>consistent</b> ; purpose and evidence are <b>appropriately aligned</b> .	Purpose is <b>understandable</b> but is <b>neither reinforced nor memorable</b> ; purpose and evidence are <b>generally aligned</b> .	Purpose can be <b>deduced</b> , but is <b>not explicitly stated</b> in the presentation. <b>Alignment</b> of purpose and evidence is <b>not always clear</b> .	Purpose is <b>absent</b> ; the <b>presentation does not seem to know</b> what it is about. Unifying principles <b>do not exist</b> .	
<b>Organization</b>	Organizational development is <b>clearly</b> and <b>consistently</b> observable; <b>skillfully</b> makes content and expression of ideas in the presentation <b>cohesive</b> .	Organizational development and expression of ideas are <b>clearly</b> and <b>consistently</b> observable within the presentation; content is <b>expressed reasonably well</b> as a result.	Organizational development and expression of ideas are <b>observable</b> within the presentation	Organizational development and expression of ideas are <b>occasionally observable</b> .	Organizational development and/or expression of ideas are <b>not observable</b> within the presentation; <b>lack of coherence and unity</b> exist.	
<b>Language</b>	Language choices are <b>imaginative, memorable</b> , and <b>compelling</b> ; choices <b>enhance presentation effectiveness</b> . Language is appropriate to audience and <b>aids the clear expression</b> of ideas.	Language choices are <b>thoughtful and generally support</b> the effectiveness of the presentation. Language is appropriate to audience and is <b>useful to the expression</b> of ideas.	Language choices are <b>mundane</b> and <b>commonplace</b> and <b>partially support</b> the effectiveness of the presentation and the expression of ideas.	Language choices are sometimes <b>unclear</b> and <b>minimally support</b> the effectiveness of the presentation. Language appropriateness is <b>inconsistent</b> . Expression of ideas is <b>hindered</b> .	Language choices are <b>unclear and fail to support</b> the effectiveness of the presentation. Language is <b>not appropriate</b> to audience; ideas are <b>not expressed clearly</b> .	
<b>Delivery (oral/visual)</b>	Delivery techniques make the presentation <b>compelling</b> ; speaker	Delivery techniques make the presentation <b>interesting</b> , and	Delivery techniques make the presentation <b>understandable</b> ;	Delivery techniques <b>sometimes detract</b> from audience	Delivery techniques are either <b>distracting</b> from	

	appears <b>polished</b> and <b>confident</b> ; speaker <b>energy</b> and <b>emphases</b> <b>foster interpretation</b> of ideas expressed. Dependency upon notes, if applicable, <b>is not evident or intrusive</b> . Non-verbal cues <b>aid significantly</b> .	speaker appears <b>comfortable</b> ; speaker tends toward <b>conversational tone</b> , and dependency upon notes is <b>minimally</b> noticeable. Nonverbal cues are <b>appropriate and useful</b> .	speaker appears <b>tentative</b> ; speaker tends to be a bit <b>casual</b> , as evidenced in word choices; non-verbal cues do <b>not particularly elevate</b> audience's level of understanding or interpretation.	comprehension; speaker appears <b>uncomfortable</b> ; speaker seems <b>unenthusiastic, monotonic</b> , or <b>hesitations</b> suggest <b>unpreparedness</b> . Verbal cues include <b>unnecessary gestures</b> and <b>purposeless</b> body language.	understandability of the presentation or <b>fail to be effective</b> ; the speaker is clearly <b>uncomfortable</b> or <b>unprepared</b> .	
<b>Evidence-based support</b>	Supporting materials make appropriate reference to information or analysis and <b>significantly enhance</b> development; materials establish presenter's <b>credibility/authority</b> .	Supporting materials make appropriate reference to information or analysis and <b>generally supports</b> development; presenter's credibility/authority is clear but <b>evidence-based support could be stronger</b> .	Supporting materials make appropriate reference to information or analysis but only <b>partially fosters</b> development and presentation of ideas. Presenter's credibility/authority could benefit from <b>more careful exploration of evidence</b> .	<b>Insufficient</b> supporting materials provide <b>minimal</b> information or analysis; presenter's credibility/authority on the topic is <b>not particularly clear</b> .	Supporting materials are virtually <b>non-existent</b> , or the supporting materials are <b>not credible</b> .	

Adapted from AACU LEAP and SFA Oral Communication Rubrics



## WRITTEN COMMUNICATION RUBRIC

This rubric was developed by an interdisciplinary team representing Columbia Gorge Community College through a process that examined and modified the AACU Written Communication Value Rubric to meet the needs of CGCC's Institutional Core Learning Outcomes assessment. The rubric articulates fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubric is intended for institutional-level use in evaluating and discussing student learning, not for grading. The CGCC team agrees with the utility of the AACU Value rubric, which "is to position learning at undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success".

### Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

### Framing Language

This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarity through the process of writing.

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

### Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

**Content Development:** The ways in which the text explores and represents its topic in relation to its audience and purpose.

**Context of and purpose for writing:** The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.

**Disciplinary conventions:** Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.

**Evidence:** Source material that is used to extend, in purposeful ways, writers' ideas in a text.

**Genre conventions:** Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.

**Sources:** Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.



## WRITTEN COMMUNICATION RUBRIC

**Definition:** Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

	<b>Mastery 4</b>	<b>Accomplished 3</b>	<b>Developing 2</b>	<b>Beginning 1</b>	<b>Not Demonstrated 0</b>	<b>Not Applicable</b>
<b>Audience, Context, and Purpose</b>	Demonstrates a <b>thorough understanding</b> of context, audience, and purpose that is <b>wholly responsive</b> to the assigned task(s) and <b>applied consistently</b> through all elements of the work.	Demonstrates <b>adequate consideration</b> of context, audience, and purpose and a <b>clear focus</b> on the assigned task(s).	Demonstrates <b>some attention</b> to context, audience, purpose, and to the assigned task(s).	Demonstrates <b>minimal attention</b> to context, audience, purpose, and to the assigned task(s).	<b>Fails to meet minimum criteria</b> in addressing the audience, context, and purpose for writing.	
<b>Content Development</b>	Uses appropriate, relevant, and compelling content and ideas that <b>illustrate the writer's command and deep understanding of the subject, skillfully</b> shaping the <b>whole work</b> .	Uses appropriate, relevant, and compelling content to <b>accurately explore ideas within the subject</b> and shape the <b>whole work</b> .	Uses appropriate and relevant content to develop and <b>accurately explore ideas</b> through <b>most of the work</b> .	Uses appropriate and relevant content to accurately <b>develop simple ideas</b> in <b>some parts of the work</b> .	<b>Fails to meet minimum criteria</b> in addressing content development.	
<b>Sources and Evidence</b>	Demonstrates <b>skillful use of high-quality, credible, relevant sources to develop</b> ideas that are appropriate for the assignment.	Demonstrates <b>consistent use of credible, relevant sources to support</b> ideas that are appropriate for the assignment.	Demonstrates an <b>attempt to use credible and relevant sources to support</b> ideas that are appropriate for the assignment.	Demonstrates an <b>attempt to use sources to support</b> ideas in the assignment.	<b>Fails to meet minimum criteria</b> in demonstrating the use of sources to support ideas in the assignment.	

<b>Organization And Presentation</b>	Demonstrates <b>consistent, skillful, and thoroughly detailed attention</b> to organization, presentation, and <b>stylistic choices as appropriate</b> to the assignment.	Demonstrates <b>consistent and skillful</b> organization and presentation as appropriate to the assignment.	<b>Follows expectations</b> for a <b>consistent system of basic</b> organization and presentation as appropriate to the assignment.	<b>Attempts to use a consistent system for basic</b> organization and presentation as appropriate to the assignment.	<b>Fails to meet minimum criteria</b> in organization and presentation.	
<b>Control of Syntax and Mechanics</b>	Uses <b>graceful language that skillfully communicates meaning</b> to readers with <b>clarity</b> and <b>fluency</b> , and is <b>nearly error-free</b> .	Uses <b>straightforward language</b> that <b>conveys meaning</b> to readers with <b>clarity</b> . The language in the work has <b>few errors</b> .	Uses <b>language that generally conveys meaning</b> to readers, although writing <b>may include some errors</b> .	Uses <b>language that sometimes impedes meaning because of errors</b> in usage.	<b>Fails to use language that demonstrates control of syntax and mechanics</b> .	
<b>Visual aids</b>	Visual aids <b>effectively support</b> the communication of purposes and ideas; aids are <b>integrated into the presentation seamlessly</b> , thus <b>fostering a full understanding</b> of the message's content.	Visual aids <b>generally support</b> the communication of the student's ideas and purposes; the aids <b>effectively amplify or resonate</b> the presentation of ideas and <b>foster a good understanding</b> of the message's content.	Visual aids <b>support</b> the communication of the student's ideas and purposes but are only <b>partially useful or informative</b> .	Visual aids <b>do not particularly support</b> the communication of the student's ideas and purpose; they <b>are insufficient</b> to be of much use as they <b>do little to elevate understanding</b> .	<b>Visual aids are virtually non-existent, serve no purpose, or are not credible</b>	

Adapted from AACU LEAP and SFA Written Communication Rubrics

## CRITICAL THINKING RUBRIC



This rubric was adapted by an interdisciplinary team representing Columbia Gorge Community College through a process that examined and modified the AACU Critical Thinking Value Rubric to meet the needs of CGCC's Institutional Core Learning Outcomes assessment. The rubric articulates fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubric is intended for institutional-level use in evaluating and discussing student learning, not for grading. The CGCC team agrees with the utility of the AACU Value rubric, which "is to position learning at undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success".

### Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

### Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

### Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- Ambiguity: Information that may be interpreted in more than one way.
- Assumptions: Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from [www.dictionary.reference.com/browse/assumptions](http://www.dictionary.reference.com/browse/assumptions))
- Context: The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- Literal meaning: Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- Metaphor: Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.



## CRITICAL THINKING RUBRIC

### Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

	<b>Mastery 4</b>	<b>Accomplished 3</b>	<b>Developing 2</b>	<b>Beginning 1</b>	<b>Not Demonstrated 0</b>	<b>Not Applicable</b>
<b>Explanation of issues</b>	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.	No explanation of issues is evident.	Explanation of issues is not required for the assignment
<b>Evidence</b> <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.	No information from sources or viewpoints of experts are evident.	Evidence (information from sources) is not required for the assignment.
<b>Influence of context and assumptions</b>	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	Shows no awareness of assumptions. Does not identify contexts when presenting a position	Awareness of influence of context and assumptions is not required for the assignment.
<b>Student's position (perspective, thesis/hypothesis)</b>	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.	Specific position is not stated.	Student's position is not required to be stated for assignment.

	(perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	position (perspective, thesis/hypothesis).				
<b>Conclusions and related outcomes (implications and consequences)</b>	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	No conclusion is stated or implied	Student is not required to provide a conclusion for the assignment.

Adapted from AACU LEAP Critical Thinking Rubric

## PROBLEM SOLVING RUBRIC



This rubric was adapted by an interdisciplinary team representing Columbia Gorge Community College through a process that examined and modified the AACU Problem Solving Value Rubric to meet the needs of CGCC's Institutional Core Learning Outcomes assessment. The rubric articulates fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubric is intended for institutional-level use in evaluating and discussing student learning, not for grading. The CGCC team agrees with the utility of the AACU Value rubric, which "is to position learning at undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success".

### Definition

Problem solving is the process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.

### Framing Language

Problem-solving covers a wide range of activities that may vary significantly across disciplines. Activities that encompass problem-solving by students may involve problems that range from well-defined to ambiguous in a simulated or laboratory context, or in real-world settings. This rubric distills the common elements of most problem-solving contexts and is designed to function across all disciplines. It is broad-based enough to allow for individual differences among learners, yet is concise and descriptive in its scope to determine how well students have maximized their respective abilities to practice thinking through problems in order to reach solutions.

This rubric is designed to measure the quality of a **process**, rather than the quality of an **end-product**. As a result, work samples or collections of work will need to include some evidence of the individual's thinking about a problem-solving task (e.g., reflections on the process from problem to proposed solution; steps in a problem-based learning assignment; record of think-aloud protocol while solving a problem). The final product of an assignment that required problem resolution is insufficient without insight into the student's problem-solving process. Because the focus is on institutional level assessment, scoring team projects, such as those developed in capstone courses, may be appropriate as well.

### Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- Contextual Factors: Constraints (such as limits on cost), resources, attitudes (such as biases) and desired additional knowledge which affect how the problem can be best solved in the real world or simulated setting.
- Critique: Involves analysis and synthesis of a full range of perspectives.
- Feasible: Workable, in consideration of time-frame, functionality, available resources, necessary buy-in, and limits of the assignment or task.
- "Off the shelf" solution: A simplistic option that is familiar from everyday experience but not tailored to the problem at hand (e.g. holding a bake sale to "save" an underfunded public library).
- Solution: An appropriate response to a challenge or a problem.
- Strategy: A plan of action or an approach designed to arrive at a solution. ( If the problem is a river that needs to be crossed, there could be a construction-oriented, cooperative (build a bridge with your community) approach and a personally oriented, physical (swim across alone) approach. An approach that partially applies would be a personal, physical approach for someone who doesn't know how to swim.
- Support: Specific rationale, evidence, etc. for solution or selection of solution.



## PROBLEM SOLVING RUBRIC

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Problem solving is the process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal.

	<b>Mastery 4</b>	<b>Accomplished 3</b>	<b>Developing 2</b>	<b>Beginning 1</b>	<b>Not Demonstrated 0</b>	<b>Not Applicable</b>
Define Problem	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors.	No problem statement or related contextual factors are identified.	Identification of a problem is not required for the assignment
Identify Strategies	Identifies multiple approaches for solving the problem that apply within a specific context.	Identifies multiple approaches for solving the problem, only some of which apply within a specific context.	Identifies only a single approach for solving the problem that does apply within a specific context.	Identifies one or more approaches for solving the problem that do not apply within a specific context.	Does not identify any approaches for solving the problem.	Identifying approaches is not required for the assignment.
Propose Solutions/Hypotheses	Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.	Proposes one or more solutions/hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes one solution/hypothesis that is “off the shelf” rather than individually designed to address the specific contextual factors of the problem.	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.	Does not propose a solution/hypothesis.	Proposing a solution/hypothesis is not required for the assignment.

Evaluate Potential Solutions	Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is adequate (for example, contains thorough explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is brief (for example, explanation lacks depth) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	Solutions are not evaluated	Evaluation of solutions is not required to be stated for assignment.
Implement Solution	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.	Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.	Implements the solution in a manner that does not directly address the problem statement.	Solution is not implemented.	Implementation of solution is not required to provide a conclusion for the assignment.
Evaluate Outcomes	Reviews results relative to the problem defined with thorough, specific considerations of need for further work.	Reviews results relative to the problem defined with some consideration of need for further work.	Reviews results in terms of the problem defined with little, if any, consideration of need for further work.	Reviews results superficially in terms of the problem defined with no consideration of need for further work	Results are not reviewed in any terms of the problem.	Results are not required to be reviewed for the assignment.

Adapted from AACU LEAP Problem Solving Rubric



## QUANTITATIVE LITERACY VALUE RUBRIC (ADAPTED)

This rubric was adapted by an interdisciplinary team representing Columbia Gorge Community College through a process that examined and modified the AACU Quantitative Literacy Value Rubric to meet the needs of CGCC's Institutional Core Learning Outcomes assessment. The rubric articulates the fundamental criteria for the outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubric is intended for institutional-level use in evaluating and discussing student learning, not for grading. The CGCC team agrees with the utility of the AACU Value rubric, which "is to position learning at undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success".

**Core Learning Outcome #3** - *Through their respective disciplines, CGCC students who earn a degree can: Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (Quantitative Literacy)*

### Definition

Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate). "Habit of mind" is defined as "a disposition" and/or "intellectual behaviors".

### Quantitative Literacy Across the Disciplines

Current trends in general education reform demonstrate that faculty are recognizing the steadily growing importance of Quantitative Literacy (QL) in an increasingly quantitative and data-dense world. AAC&U's recent survey showed that concerns about QL skills are shared by employers, who recognize that many of today's students will need a wide range of high level quantitative skills to complete their work responsibilities. Virtually all of today's students, regardless of career choice, will need basic QL skills such as the ability to draw information from charts, graphs, and geometric figures, and the ability to accurately complete straightforward estimations and calculations.

Preliminary efforts to find student work products which demonstrate QL skills proved a challenge in this rubric creation process. It's possible to find pages of mathematical problems, but what those problem sets don't demonstrate is whether the student was able to think about and understand the meaning of her work. It's possible to find research papers that include quantitative information, but those papers often don't provide evidence that allows the evaluator to see how much of the thinking was done by the original source (often carefully cited in the paper) and how much was done by the student herself, or whether conclusions drawn from analysis of the source material are even accurate.

Given widespread agreement about the importance of QL, it becomes incumbent on faculty to develop new kinds of assignments which give students substantive, contextualized experience in using such skills as analyzing quantitative information, representing quantitative information in appropriate forms, completing calculations to answer meaningful questions, making judgments based on quantitative data and communicating the results of that work for various purposes and audiences. As students gain experience with those skills, faculty must develop assignments that require students to create work products which reveal their thought processes and demonstrate the range of their QL skills.

This rubric provides for faculty a definition for QL and a rubric describing four levels of QL achievement which might be observed in work products within work samples or collections of work. Members of AAC&U's rubric development team for QL hope that these materials will aid in the assessment of QL – but, equally important, we hope that they will help institutions and individuals in the effort to more thoroughly embed QL across the curriculum of colleges and universities.

### Framing Language

This rubric has been designed for the evaluation of work that addresses quantitative literacy (QL) in a substantive way. QL is not just computation, not just the citing of someone else's data. QL is a habit of mind, a way of thinking about the world that relies on data and on the mathematical analysis of data to make connections and draw conclusions. Teaching QL requires us to design assignments that address authentic, data-based problems. Such assignments may call for the traditional written paper, but we can imagine other alternatives: a video or a PowerPoint presentation, perhaps, or a well designed series of web pages. In any case, a successful demonstration of QL will place the mathematical work in the context of a full and robust discussion of the underlying issues addressed by the assignment.

Finally, QL skills can be applied to a wide array of problems of varying difficulty, confounding the use of this rubric. For example, the same student might demonstrate high levels of QL achievement when working on a simplistic problem and low levels of QL achievement when working on a very complex problem. Thus, to accurately assess a student's QL achievement it may be necessary to measure QL achievement within the context of problem complexity, much as is done in diving competitions where two scores are given, one for the difficulty of the dive, and the other for the skill in accomplishing the dive. In this context, that would mean giving one score for the complexity of the problem and another score for the QL achievement in solving the problem.

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

Criteria	4	3	2	1	<p><b>Not Demonstrated</b></p> <p><b>0</b></p> <p>(Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (level one) level performance.) Not demonstrated can be assigned to individual students</p>	<p><b>Not Applicable</b></p> <p>(Evaluators are encouraged to assign “not applicable” if student work was not required to address a category. If assignment is used for assessment of all students, all students should be scored as N/A in this category and an explanation is required in space provide on web form.)</p>
<p><b>Interpretation</b></p> <p><i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i></p>	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. <i>For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.</i>	Provides accurate explanations of information presented in mathematical forms. <i>For instance, accurately explains the trend data shown in a graph.</i>	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. <i>For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.</i>	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. <i>For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.</i>	Ability to explain information presented in mathematical forms <b>not demonstrated.</b>	Demonstration of interpretation <b>not required</b> for assignment.
<p><b>Representation</b></p> <p><i>Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i></p>	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Ability to convert relevant information into various mathematical forms <b>not demonstrated.</b>	Demonstration of representation <b>not required</b> for assignment.
<p><b>Calculation</b></p>	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.	Calculations are <b>not demonstrated.</b>	Demonstration of calculation <b>not required</b> for assignment.
<p><b>Application / Analysis</b></p> <p><i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</i></p>	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.	Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data <b>not demonstrated.</b>	Demonstration of application/analysis <b>not required</b> for assignment
<p><b>Assumptions</b></p> <p><i>Ability to make and evaluate important assumptions in estimation, modeling, and data analysis (e.g., assuming all samples were collected in the same manner)</i></p>	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions.	Ability to make and evaluate important assumptions in estimation, modeling, and data analysis <b>not demonstrated.</b>	Demonstration of assumption <b>not required</b> for assignment.
<p><b>Communication</b></p> <p><i>Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)(e.g., graph provided is relevant to conclusion)</i></p>	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)	Ability to express quantitative evidence in support of the argument or purpose of the work <b>not demonstrated.</b>	Demonstration of communication <b>not required</b> for assignment.

# INTERCULTURAL KNOWLEDGE AND COMPETENCE



This rubric was adapted by an interdisciplinary team representing Columbia Gorge Community College through a process that examined and modified the AACU Intercultural Knowledge and Competence Value Rubric to meet the needs of CGCC's Institutional Core Learning Outcomes assessment. The rubric articulates fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubric is intended for institutional-level use in evaluating and discussing student learning, not for grading. The CGCC team agrees with the utility of the AACU Value rubric, which "is to position learning at undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success".

## Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

## Framing Language

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethnorelativism: A developmental model of intercultural sensitivity. In *Education for the intercultural experience*, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education* 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

## Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- Empathy: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

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	4	3	2	1	Not Demonstrated 0	Not Applicable
<b>Knowledge</b> <i>Cultural self-awareness</i>	Articulates insights into own cultural realities and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural realities and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural realities and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural realities and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)	Awareness of own cultural realities and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others) not demonstrated.	Demonstration of cultural self-awareness not required for the assignment.
<b>Knowledge</b> <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	No understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices is demonstrated.	Demonstration of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices is not required for the assignment.
<b>Skills</b> <i>Cultural Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.	Shows no awareness of other cultural perspectives or recognition of the experience of others.	Awareness of more than one world view or recognition of the experience of others is not required for the assignment.

# INTERCULTURAL KNOWLEDGE AND COMPETENCE



<b>Skills</b> <i>Verbal and nonverbal communication</i>	<p>Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.</p>	<p>Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.</p>	<p>Identifies some 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.</p>	<p>Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.</p>	<p>No demonstration of a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to demonstrate a negotiation of a shared understanding.</p>	<p>Demonstration of an understanding of cultural differences in verbal and nonverbal communication and the ability to negotiate a shared understanding is not required for assignment.</p>
<b>Attitudes</b> <i>Curiosity</i>	<p>Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.</p>	<p>Asks deeper questions about other cultures and seeks out answers to these questions.</p>	<p>Asks simple or surface questions about other cultures.</p>	<p>States minimal interest in learning more about other cultures.</p>	<p>Demonstrates no interest in learning more about other cultures.</p>	<p>Interest in learning about more than one culture is not required for the assignment.</p>
<b>Attitudes</b> <i>Openness</i>	<p>Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.</p>	<p>Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.</p>	<p>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.</p>	<p>Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.</p>	<p>Demonstrates no receptiveness to interacting with culturally different others. Unable to suspend any judgment in her/his interactions with culturally different others; is unaware of own judgment.</p>	<p>Interactions with culturally different others, demonstration of suspending judgement in her/his interactions with culturally different others; awareness of own judgment is not required for this assignment.</p>

Adapted from AACU LEAP Intercultural Knowledge and Competence Rubric

# COMMUNITY AND ENVIRONMENTAL RESPONSIBILITY RUBRIC



This rubric was adapted by an interdisciplinary team representing Columbia Gorge Community College through a process that examined and modified the AACU Global Learning Value Rubric to meet the needs of CGCC's Institutional Core Learning Outcomes assessment. The rubric articulates fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubric is intended for institutional-level use in evaluating and discussing student learning, not for grading. The CGCC team agrees with the utility of the AACU Value rubric, which "is to position learning at undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success".

## Core Learning Outcome #5

Through their respective disciplines, CGCC students who earn a degree can:

Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

### Definition

Community and environmental responsibility is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through learning about community and environmental responsibility, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

### Framing Language

Effective and transformative community and environmental responsibility offers students meaningful opportunities to analyze and explore complex global challenges, collaborate respectfully with diverse others, apply learning to take responsible action in contemporary global contexts, and evaluate the goals, methods, and consequences of that action. Community and environmental responsibility should enhance students' sense of identity, community, ethics, and perspective-taking. Community and environmental responsibility is based on the principle that the world is a collection of interdependent yet inequitable systems and that higher education has a vital role in expanding knowledge of human and natural systems, privilege and stratification, and sustainability and development to foster individuals' ability to advance equity and justice at home and abroad. Community and environmental responsibility cannot be achieved in a single course or a single experience but is acquired cumulatively across students' entire college career through an institution's curricular and co-curricular programming. As this rubric is designed to assess community and environmental responsibility on a programmatic level across time, the benchmarks (levels 1-4) may not be directly applicable to a singular experience, course, or assignment. Depending on the context, there may be development within one level rather than growth from level to level.

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

**Global Self-Awareness:** in the context of global learning, the continuum through which students develop a mature, integrated identity with a systemic understanding of the interrelationships among the self, local and global communities, and/or the natural and physical world.

**Perspective Taking:** the ability to engage and learn from perspectives and experiences different from one's own and to understand how one's place in the world both informs and limits one's knowledge. The goal is to develop the capacity to understand the interrelationships between multiple perspectives, such as personal, social, cultural, disciplinary, environmental, local, and global.

**Global Systems:** the complex and overlapping worldwide systems, including natural systems (those systems associated with the natural world including biological, chemical, and physical sciences) and/or human systems (those systems developed by humans such as cultural, economic, political, and built), which operate in observable patterns and often are affected by or are the result of human design or disruption. These systems influence how life is lived and what options are open to whom. Students need to understand how these systems 1) are influenced and/or constructed, 2) operate with differential consequences, 3) affect the human and/or natural world, and 4) can be altered.

**Knowledge Application:** in the context of global learning, the application of an integrated and systemic understanding of the interrelationships between contemporary and past challenges facing cultures, societies, and/or the natural world (i.e., contexts) on the local and global levels. An ability to apply knowledge and skills gained through higher learning to real-life problem-solving both alone and with others.

**Personal and Social Responsibility:** the ability to recognize one's responsibilities to society--locally, nationally, and globally--and to develop a perspective on ethical and power relations both across the globe and within individual societies. This requires developing competence in ethical and moral reasoning and action.

COMMUNITY AND ENVIRONMENTAL RESPONSIBILITY RUBRIC

	4	3	2	1	Not Demonstrated 0 <i>(Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (level one) level performance.)</i>	Not Applicable  <i>(Evaluators are encouraged assign “not applicable” if student work was not required to address a category)</i>
Global Self-Awareness	Effectively addresses significant issues in the natural and/or human world based on articulating one’s identity in a global context.	Evaluates the global impact of one’s own and others’ specific local actions on the natural and/or human world.	Analyzes ways that human actions influence the natural and/or human world.	Identifies some connections between an individual’s personal decision-making and certain local and global issues.	Connections between an individual’s personal decision-making and certain local and global issues <b>not demonstrated.</b>	Demonstration of global self-awareness <b>not required</b> for assignment
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural and/or human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and/or human systems.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and/or human systems.	Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).	Identification of multiple perspectives <b>not demonstrated.</b>	Demonstration of perspective taking <b>not required</b> for assignment.
Understanding Global Systems	Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and/or natural worlds.	Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and/or natural worlds.	Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and/or the natural worlds.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and/or natural worlds.	Identification of the basic role of some global and local institutions, ideas, and processes in the human and/or natural worlds not demonstrated.	Demonstration of understanding global systems <b>not required</b> for this assignment.
Applying Knowledge to Contemporary Global Contexts	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.	Global challenges defined in basic ways, including a limited number of perspectives and solutions not demonstrated	Demonstration of application of knowledge to contemporary and global contexts <b>not required</b> for this assignment
Personal and Social Responsibility	Takes informed and responsible action to address ethical, social, and/or environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions.	Analyzes the ethical, social, and/or 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, and/or environmental consequences of local and national decisions on global systems.	Identifies basic ethical dimensions of some local or national decisions that have global impact.	Identification of basic ethical dimensions of some local or national decisions that have global impact not demonstrated	Demonstration of personal and social responsibility <b>not required</b> for this assignment.