

UK Core Citizenship* Rubric

UK Core Learning Outcome 4: Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world.

Outcomes and Assessment Framework: Students will (A) recognize historical and cultural differences arising from issues such as race, ethnicity, age, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class; students will (B) demonstrate a basic understanding of how these differences influence issues of social justice and/or civic responsibility, both within the U.S. and globally; students will (C) recognize and evaluate the ethical dilemmas, conflicts, and trade-offs involved in personal and collective decision making. Topics will (D) include at least 2 of the following: societal and institutional change over time; civic engagement; cross-national/comparative issues; power and resistance.

Criteria	4	3	2	1	0
	Capstone	Highly Developed	Developing	Emerging	Inadequate
Provides information about the issue (historical, cultural, social justice, or civic responsibility)	Evaluation of issues is deep and elegant (for example, contains thorough and insightful explanation) and thoroughly considers history of issue, reviews logic/reasoning, examines feasibility, and weighs impacts.	Evaluation of issues is adequate (for example, contains thorough explanation) and considers history of issue, reviews logic/reasoning, examines feasibility, and weighs impacts.	Evaluation of issues is brief (for example, explanation lacks depth) but considers history of issue, reviews logic/reasoning, examines feasibility, and weighs impacts.	Evaluation of issues is superficial (for example, contains cursory, surface level explanation) but does not consider history of issue, does not review logic/reasoning, does not examine feasibility, and/or does not weigh impacts.	Evaluation of issues is insufficient and does not attempt to include history of issue, logic/reasoning, feasibility, and impacts.
Recognizes and explains multiple perspectives	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values,	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics,	Does not demonstrate an attempt to understand the complexity of elements important to

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	relation to its history, values, politics, communication styles, economy, or beliefs and practices.	its history, values, politics, communication styles, economy, or beliefs and practices.	politics, communication styles, economy, or beliefs and practices.	communication styles, economy, or beliefs and practices.	members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Recognizes and evaluates complexities of decision making	Proposes one or more evaluations that indicate deep comprehension of the issue. Is sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.	Proposes one or more evaluations that indicate comprehension of the issue. Is sensitive to contextual factors as well as at least one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes one evaluation that is “off the shelf ” rather than individually designed to address the specific contextual factors of the issue.	Proposes an evaluation that is difficult to evaluate because it is vague or only indirectly addresses the issue..	Does not propose a coherent evaluation

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