

Civic Knowledge Learning Outcome Rubric

| Criteria                     | Excellent = 4  | Good=3  | Satisfactory=2   | Unsatisfactory=1  |
|------------------------------|--|---|--|---|
| <b>Cultural Competency</b>   | Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.  | Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.                      | Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures. | Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.                                 |
| <b>Analysis of Knowledge</b> | Connects and extends knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline to civic engagement and to one's own participation in civic life, politics, and government.  | Analyzes knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government. | Begins to connect knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline to civic engagement and to one's own participation in civic life, politics, and government.         | Ignores knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government. |
| <b>Civic Identity</b>        | Provides evidence of experience in 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 continued commitment to public action.  | Provides evidence of experience in civic- engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.                       | Evidence suggests involvement in civic- engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.  | Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.   |
| <b>Civic Action</b>          | Demonstrates independent experience and <i>shows initiative in team leadership</i> of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions. | Demonstrates independent experience and <i>team leadership</i> of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.   | Has clearly <i>participated</i> in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.   | Has yet to <i>experiment</i> with some civic activities and shows little internalized understanding of their aims or effects and little commitment to future action.                                    |