

VALUES RUBRIC (ETHICAL REASONING, INTERCULTURAL KNOWLEDGE AND COMPETENCE, AND CIVIC ENGAGEMENT)

BASED ON AAC&U'S VALUE RUBRICS

Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. 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."

	Exceptional 4	Exceeds Expectations 3	Meets Expectations 2	Emerging 1	Score
Ethical Self-Awareness	Students discuss in detail and analyze both their core beliefs and the origins of core beliefs. Discussion has depth and clarity.	Students discuss in detail and analyze both core beliefs and the origins of the core beliefs.	Students state both core beliefs and the origins of the core beliefs.	Students state either their core beliefs or articulates the origins of the core beliefs but not both.	
Knowledge Cultural self-awareness	Students articulate insights into own cultural rules 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.)	Students recognize new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Students identify own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Students show minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)	
Skills Empathy	Students interpret intercultural experience from the perspectives of own and more than one perspective or worldview and demonstrate ability to act in a supportive manner that recognizes the feelings of another cultural group.	Students recognize intellectual and emotional dimensions of more than one perspective or worldview and sometimes use more than one worldview in interactions.	Students identify components of other cultural perspectives but respond in all situations with own worldview.	Students view the experience of others but do so through own cultural worldview.	
Diversity of Communities and Cultures	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.	