

Global Perspectives Rubric

Fundamental Criteria	Student Exceeds End of Course Expectations	Student Meets End of Course Expectations	Student Has Entry-Level Abilities or Knowledge
<i>By the end of a course, the student will be able to...</i>	<i>A student...</i>	<i>A student...</i>	<i>A student...</i>
Explain the effect of culture on individual and collective human behavior and perspectives.	Demonstrates sophisticated understanding of the complexity of elements affecting members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and behaviors.	Demonstrates adequate understanding of the complexity of elements affecting members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and behaviors.	Demonstrates superficial understanding of the complexity of elements affecting members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and behaviors.
Analyze multiple perspectives and articulate how perspectives, based on other worldviews, compare to one's own.	Analyzes and articulates culturally distinct perspectives and how other worldviews compare to one's own.	Articulates some understanding of culturally distinct perspectives and how other worldviews compare to one's own.	Articulates a minimal level of understanding of culturally distinct perspectives and how they compare to one's own.
Differentiate key values, assumptions, and beliefs among diverse peoples.	Asks complex questions about other cultures to differentiate key values, assumptions, and beliefs, and seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures to differentiate key values, assumptions, and beliefs, and seeks out answers to these questions.	Asks superficial questions about other cultures.

General Education Committee - Global Perspectives Rubric March, 2015

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<p>Explain how and why sameness and difference, as constituted through intersections of social categories (e.g. racial, ethnic, religious, regional, economic, and/or gendered backgrounds), shape the human experience.</p>	<p>Identifies and analyzes similarities and differences between individuals and groups of people and explains benefits and/or conflicts arising from those similarities and differences.</p>	<p>Identifies and analyzes similarities and differences between individuals and groups of people and speculates about potential benefits and/or conflicts arising from those similarities and differences.</p>	<p>Identifies some differences and similarities between individuals and groups of people.</p>
<p>Assess and utilize information about human diversity from a variety of sources.</p>	<p>Demonstrates the ability to critically assess and utilize multiple sources specific to topics of human diversity.</p>	<p>Demonstrates the ability to assess and utilize multiple sources related to topics of human diversity.</p>	<p>Demonstrates the ability to recognize sources related to topics of human diversity.</p>
<p>Demonstrate the ability to communicate and interact across cultures with civility and sensitivity.</p>	<p>Demonstrates a complex understanding of cultural differences related to both verbal and nonverbal communication, and is able to skillfully interact across cultures.</p>	<p>Demonstrates recognition of cultural differences in verbal and nonverbal communication and is able to interact across cultures.</p>	<p>Demonstrates a minimal recognition of cultural differences in verbal and nonverbal communication.</p>