

Compass Curriculum Inclusiveness Rubric

2025

*SLO: "Articulate origins, influences, and impacts of inclusion and exclusion within societies
OR demonstrate competency for cultural responsiveness across social differences."*

| Category | 4 Excellent | 3 Proficient | 2 Developing | 1 Beginning | 0 Not Present |
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| Understanding Cultural Paradigms | Using multiple examples, demonstrates an in-depth understanding of cultural paradigms from at least one culture, synthesizing elements such as history, values, politics, communication styles, economy, or beliefs and practices. | Using at least one example, demonstrates a clear understanding of cultural paradigms from a specific culture, including some of the elements mentioned above. | Demonstrates a limited or simplistic understanding of cultural paradigms from a specific culture. May include some relevant elements but lacks depth. | Mentions a cultural paradigm, but understanding is minimal, tangential, or inaccurate. | No evidence of learning objective. |
| Intersectionality | Using multiple examples, demonstrates an understanding of the complex interactions between two identities. | Demonstrates using an example an understanding of the intersection two identities. | Demonstrates simplistic or partial understanding of identity intersections. Depth, detail, and relevance are limited. | Mentions two identities but does not draw connections between them or the connection is inaccurate. | No evidence of learning objective. |
| Applied Inclusiveness: Systems of Inclusion and Exclusion OR Intercultural Competence | Either 1) Knowledge of Systems of Inclusion and Exclusion: Using multiple examples, demonstrates an in-depth understanding of power structures and dynamics within systems, including the elements (e.g., history, values, politics, economics) that maintain those structures OR 2) Intercultural Competence: Demonstrates sophisticated insight into effective intercultural communication by addressing communication styles, barriers, and strategies for inclusivity across social differences. | Either 1) Knowledge of Systems of Inclusion and Exclusion: Using at least one example, demonstrates an understanding of power structures within a system, including some of the elements mentioned above OR 2) Intercultural Competence: Demonstrates an understanding of intercultural communication with at least one example of strategies for inclusivity. | Either 1) Knowledge of Systems of Inclusion and Exclusion: Shows a limited understanding of a system of inclusion or exclusion, unconnected to the elements that maintain those structures OR 2) Intercultural Competence: Demonstrates a limited understanding of intercultural communication strategies, with examples that lack depth or specificity. | Either 1) Knowledge of Systems of Inclusion and Exclusion: Comments on a system of inclusion or exclusion, but understanding is biased, inaccurate, or tangential OR 2) Intercultural Competence: Minimal understanding of intercultural communication strategies or inaccurate examples. | No evidence of learning objective. |
| Use of Inclusiveness related evidence | Uses a robust amount of relevant evidence to effectively support claims/arguments related to an inclusiveness topic. Evidence may come in form of quantitative data, qualitative observations, expert opinion, or personal experience. Evidence is well chosen and described in sufficient detail | Uses multiple examples of relevant evidence to support claims/arguments related to an inclusiveness topic. Evidence may come in form of quantitative data, qualitative observations, expert opinion, or personal experience. Evidence is effective for the purpose chosen and described in some detail | Uses some evidence to support claims/arguments related to an inclusiveness topic. Evidence may come in form of quantitative data, qualitative observations, expert opinion, or personal experience. Evidence may be ineffective, unclear, or not described in sufficient detail. | Uses little credible evidence to support claims/arguments; relies on unsupported or vague claims. The limited evidence provided may be vague, inaccurate or irrelevant | No evidence of learning objective. |
| Inclusiveness-Related Policy/Action | Demonstrates sophisticated insight into inclusiveness-related policies or actions. Discusses, recommends, or evaluates policies using multiple intersecting perspectives, recognizing various stakeholders (e.g., organizations, communities, individuals). Policies and actions discussed may include past, current, or proposed. | Demonstrates understanding of at least one inclusiveness-related policies or actions, addressing multiple perspectives. Discusses the policy in some detail by identifying processes or outcomes. Policies and actions discussed may include past, current, or proposed. | Demonstrates understanding of at least one inclusiveness-related policy or action but lacks depth or multiple perspectives. Policies and actions discussed may include past, current, or proposed. | Mentions inclusiveness-related policy or action, but understanding is minimal, biased, or inaccurate. Policies and actions discussed may include past, current, or proposed. | No evidence of learning objective. |