**Compass Curriculum Inclusiveness Rubric**

**May 2023**

*SLO: “Articulate origins, influences, and impacts of inclusion and exclusion within societies*

*OR demonstrate competency for cultural responsiveness across social differences.”*

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| **Category** | **4**  **Excellent** | **3**  **Proficient** | **2**  **Developing** | **1**  **Beginning** | **0**  **Not Present** |
| **Systems of inclusion and exclusion** | Using multiple examples, demonstrates an in-depth understanding of power structures/dynamics within a system, including the elements (e.g. history, values, politics, economics) that maintain those structures | Using at least one example, demonstrates an understanding of power structures within a system, including some of the elements (e.g. history, values, politics, economics) that maintain those structures. | Shows an understanding of a system of inclusion or exclusion, but this understanding is limited and/or unconnected to the elements that maintain those structure (e.g. history, values, politics, economics). | Comments on at least one system of inclusion or exclusion, but the comment may be tangential to the overall aims of the assignment. Understanding of the system of inclusion/ exclusion may be biased or inaccurate. | No evidence of learning objective. |
| **Cultural paradigms** | Using multiple examples, demonstrates an understanding of the complex issues, values, and practices important to members of a culture. This demonstration synthesizes several of the following elements of the culture or society: history, values, politics, communication styles, economy, or beliefs and practices or relevant cultural elements | Demonstrates using an example some understanding of the complex issues, values, and practices important to members of a culture. This demonstration discusses one or more of the following elements of the culture history, values, politics, communication styles, economy, or beliefs and practices or relevant cultural elements | Demonstrates simplistic or partial understanding of a culture(s). Missing the depth. May discuss issues or practices but not both | Content is relevant to understanding a culture but the connection may be tangential to the overall aims of the assignment. Demonstrates only minimal understanding of a culture. | No evidence of learning objective. |
| **Inter-Cultural Competence** | Articulates sophisticated insight into a) cultural and social differences AND/OR b) the intersection of culture and society with issues of hierarchy, power dynamics or inclusion/exclusion. Provides concrete examples. Examples discussed are highly relevant to effective inter-cultural competence. | Articulates some understanding of a) cultural or social differences. AND/OR b) intersection of culture or society with issues of hierarchy, power dynamics or inclusion/exclusion. Provides at least one concrete example. Examples discussed are somewhat relevant to effective inter-cultural competence. | Demonstrates a limited understanding a) cultural or social differences AND/OR b) intersection of culture or society with issues of hierarchy, power dynamics or inclusion/exclusion Understanding may be overly simplistic or vague. Discussion may not be relevant to effective inter-cultural competence. | Includes content relevant to a) cultural or social differences AND/OR b) intersection of culture or society with issues of hierarchy, power dynamics or inclusion/exclusion. Understanding may be contradictory or biased. Content is not relevant to effective inter-cultural competence | No evidence of learning objective. |
| **Critical and/or Creative Thinking** | Provides logical and specific details to support claims. When appropriate, the writer thoughtfully considers multiple viewpoints. Conclusions are based upon presented evidence. | Provides logical and valid details and support. For the most part, draws clear and appropriate conclusions. | Provides support but may not be logical or valid; some details may be missing. Some unclear or inappropriate conclusions. | Critical and/or Creative thinking Provides logical and specific details to support claims. When appropriate, the writer thoughtfully considers multiple viewpoints. Conclusions are based upon presented evidence. Provides logical and valid details and support. For the most part, draws clear and appropriate conclusions. Provides support but may not be logical or valid; some details may be missing. Some unclear or inappropriate conclusions. Provides few details and little support or support that is illogical or invalid. Draws inappropriate or unclear conclusions or omits conclusions entirely. No evidence of learning objective. | No evidence of learning objective. |