**Compass Curriculum Inclusiveness Rubric**

**April 2016**

**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** |
| **Understands systems of inclusion and exclusion** | Demonstrates through multiple examples an in-depth understanding of power structures within a system, including the elements (e.g. history, values, politics, economics) that maintain those structures. | Demonstrates through an example an understanding of power structures within a system, including some of the elements (e.g. history, values, politics, economics) that maintain those structures. | May recognize differences within systems, but does not acknowledge that differences are related to power dynamics. | Does not demonstrate an understanding of power dynamics within systems. |
| **Understands cultural paradigms** | Demonstrates using *example an* understanding of the complex issues, values, and practices important to members of another culture. This demonstration synthesizes several of the following elements of the other culture: history, values, politics, communication styles, economy, or beliefs and practices or relevant cultural elements. | Demonstrates through example an understanding of the complex issues, values, and practices important to members of another culture. This demonstration is in relation to the other culture’s history, values, politics, communication styles, economy, or beliefs and practices or relevant cultural elements. | Demonstrates simplistic or partial understanding of other cultures. (Missing the depth—they talk about issues but not practices) | Does not demonstrate unawareness of complex cultural issues, values, and practices important to members of another culture. May rely on stereotypical understanding of other cultures. |
| **Demonstrates cultural self awareness** | Articulates insight into one’s own cultural rules and personal biases. Acknowledges and demonstrates a clear shift in self-perception and/or an understanding of others. Describes significant changes in their future cultural interactions with others. | Articulates understanding of one’s own cultural rules and personal biases. Acknowledges a shift in self-perception and/or a different understanding of others. | Demonstrates limited, contradictory, or biased understanding of cultural self-awareness of one’s own culture or understanding of others. | Does not demonstrate insight into one’s own cultural rules. Does not identify any personal bias. |
| **Applies individual and social responsibility** | Suggests an informed and responsible action to address ethical and/or social challenges. Evaluates the local, national and global impacts of individual and/or collective actions. | Describes and evaluates a course of action to address ethical and/or social challenges. Demonstrates understanding of individual and/or collective responsibility. | May demonstrates local and broader consequences of individual and/or collective action, but action itself may be oversimplified or fails to take a position about action. | Does not demonstrate understanding of individual and/or collective responsibility. Cursory explanation of some action and its consequence. |