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|  | U.S. Diversity Sample Rubric |
|  | **Level of Proficiency**1. **Not Demonstrated**
 | **Level of Proficiency**1. **Emerging**
 | **Level of Proficiency**1. **Satisfactory**
 | **Level of Proficiency** 1. **Mastery**
 |
| SLO 1: demonstrate knowledge of the role and contributions of one or more underrepresented groups in the development of the United States | Fails to present evidence that describes the influence of diversity on the development of the United States. | Student presents a narrow set of evidence without critical reflection to describe the influence of diversity on the development of the United States. | Student provides and accurately evaluates adequate evidence to support claims regarding the influence of human diversity on the development of the United States.  | Student provides and critically evaluates exhaustive evidence to support claims regarding the influence of human diversity on the development of the United States  |
| ***Course specific criteria/ content that would indicate alignment with articulated levels of proficiency (to be completed by units if desired)***  | *(insert course specific content)* | *(insert course specific content)* | *(insert course specific content)* | *(insert course specific content)* |
| SLO 2: demonstrate specific knowledge of cultural, historical, social, economic, and/or political factors that shape aspects of one or more diverse groups | Fails to demonstrate knowledge of characteristics and understanding of how cultural, historical social, economic, and/or political processes have shaped even one diverse group in the United States. | Student is unable to demonstrate more than superficial characteristics and understanding of how cultural, historical, social, economic, and/or political processes have shaped even one diverse group in the United States | Student is able to demonstrate basic understanding of how cultural, historical, social, economic, and/or political processes have shaped a diverse group in the United States | Student is able to demonstrate depth and understanding of how cultural, historical, social, economic, and/or political processes have shaped a multiple diverse groups in the United States |
| ***Course specific criteria/ content that would indicate alignment with articulated levels of proficiency (to be completed by units if desired)*** | *(insert course specific content)* | *(insert course specific content)* | *(insert course specific content)* | *(insert course specific content)* |
| SLO 3: recognize and articulate differences, expectations, and/or challenges experienced by one or more underrepresented groups | Fails to identify elements of the perspectives of a specific underrepresented group or groups, and fails to demonstrate an awareness of societal or cultural influences on those perspectives. | Identifies some elements of the perspectives of a specific underrepresented group or groups, but does not demonstrate an awareness of societal or cultural influences on those perspectives. | Identifies some elements of the perspectives of a specific underrepresented group or groups and accurately provides some explanation of how culture and society influenced, and continue to influence, those perspectives. | Explains all of the important aspects and perspectives of an underrepresented group or groups, and completely and accurately discusses how culture and society influenced, and continue to influence, those perspectives. |
| ***Course specific criteria/ content that would indicate alignment with articulated levels of proficiency (to be completed by units if desired)*** | *(insert course specific content)* | *(insert course specific content)* | *(insert course specific content)* | *(insert course specific content)* |
| SLO 4: explain ways in which identity is developed and how it is transmitted within and by members of the group or group | Fails to demonstrate understanding of identity as a social construction and the interdependence of dimensions of identity. | Demonstrates limited understanding of identity as a social construction and the interdependence of dimensions of identity | Demonstrates a general understanding and appreciation ofdimensions of identity, e.g. race, ethnicity, social class, and gender as interdependent social constructions that are forged in the context of socio-historical relationships | Demonstrates profound understanding of the sociocultural/historical construction of identities created in the context of socioeconomic and political relationships. Able to critically examine, self-reflexively engage, and problematize meanings, lived experiences and institutional practices that inform concepts and representations of the self and other |
| ***Course specific criteria/ content that would indicate alignment with articulated levels of proficiency (to be completed by units if desired)*** | *(insert course specific content)* | *(insert course specific content)* | *(insert course specific content)* | *(insert course specific content)* |

Gen Ed Committee Defined Levels of Proficiency