Responsible Citizenship Rubric

Criteria	Exemplary = 4	Achieving = 3	Developing = 2	Beginning = 1
Engaging with diverse ideas, individuals, groups, and cultures.	Adapts and applies diverse perspectives to complex subjects in the face of multiple and even conflicting positions. Individual, disciplinary, and professional products reflect sensitivity to diversity, and engage with diverse perspectives to reduce ambiguity, conflict, and insensitivity. Evaluates complex factors related to identity formation (personal, social, cultural, class). Decision-making results from evaluation of multiple and conflicting perspectives. Mediates conflict in ways that respects multiple perspectives and addresses conflict to find solutions.	Analyzes historical or contemporary factors affecting diverse perspectives, identity, and social/cultural construction. Demonstrates ability to engage with diverse people through co-cultural/intercultural communication. Considers consequences of diversity (or lack of diversity) on worldview, power and powerlessness, and social and cultural traditions when making decisions. Can apply theory, evidence, methodologies, abilities and skills to historical and contemporary situations. Engages in problem solving and conflict resolution but may draw on only one perspective.	Explains diverse perspectives historically or in contemporary contexts. Understands the process of social/cultural construction; demonstrates knowledge of diverse perspectives and worldviews. Identifies power structures and consequences of powerlessness and influences on identity formation. Incorporates more than one perspective when making decisions, but does not apply the theory, evidence, methodologies, or skills to historical situations, or to current inter-cultural situations. May not recognize nuances of potential issues leading to conflict, and decisions may lack sensitivity to diversity.	Describes the experiences of others historically or in contemporary contexts primarily though one perspective. May identify diverse perspectives or worldviews relative to the situation but does not explain influence of diversity. Does not recognize diverse influences on identity formation. Does not take into account alternative perspectives when making decisions. May show insensitivity to others or be unaware of potential conflict or dissension.
Applying ethical reasoning and standards in personal, professional, disciplinary, and civic contexts.	Can independently and accurately apply ethical standards, perspectives, or concepts to diverse perspectives and professional and personal contexts. Recognizes full implications of the application. Can evaluate personal, disciplinary, and professional situations and revise based on assessment.	Can independently and accurately apply ethical standards, perspectives, or concepts to new examples representing diverse perspectives, disciplinary contexts, or personal interests. Recognizes some implications or consequences of the application. Can apply ethical standards to personal or professional situations.	Can apply ethical standards, perspectives, or concepts to some ethical questions, independently (or to new examples). May only recognize some implications of application. Does not always take into account diverse perspectives or contexts; does not recognize ambiguity, bias, or stereotyping, and does not objectively apply to personal or professional situations.	Can identify ethical standards, perspectives, or concepts with support (based on examples, in class, in a group, or a fixed-choice setting). Does not recognize the implications of applying ethical standards. Cannot apply ethical standards, perspectives, or concepts independently to personal or professional situations.
Participating formally and informally in civic life to better the public good.	Demonstrates independent experience and acts as team leader and instigates improvement. Implements plan to solve problem(s) in ethical and culturally responsible fashion. Offers reflective analysis about the aims and accomplishment of one's actions and the community. Evaluates outcomes and refines plan for future improvement or new action.	Demonstrates some independent experience and team leadership of civic action. Defines plan of action to solve problem(s) that includes ethical responses and multiple perspectives. Provides some reflective insights concerning the connection between one's own actions and the community. Evaluates outcome of plan and offers some ideas for improvement.	Has participated in civilly focused actions. Begins to describe how these actions may benefit individual(s) or the community. Can participate in creation of plan to solve problem(s) that includes ethical considerations and multiple perspectives. Can distinguish best plan of action and offer criteria for evaluation of outcomes.	Has experimented with some civic activities. Shows little understanding of civic activities' aims or effects for individuals or the community. Can follow plan or begin to define plan to solve problem(s) that includes some consideration of ethical issues and cultural perspectives. May begin to evaluate solutions or choose plan to implement.
Applying knowledge and skills to new and changing contexts within and beyond the classroom.	Can independently adapt and apply theories, evidence, methodologies, abilities, or skills gained in one situation to new situations to solve difficult problems, respond to challenges, or explore complex issues in original ways.	Adapts and applies theories, evidence, methodologies, abilities or skills gained in one situation to new situations to solve problems, address challenges, or explore issues.	Uses theories, evidence, methodologies, abilities or skills gained in one situation to put other problems, challenges, issues, or situations into context and begin investigation and comparison.	Uses, in a basic way, theories, evidence, methodologies, abilities or skills acquired in one context to recognize new or different problems, challenges, issues, or situations.