**3.ii Rubric: Individual and Social Responsibility. Civic Dimensions.**

Understand and evaluate the civic dimensions of individual and public issues. Adapted from: Association of American Colleges and Universities. (2009). Civic engagement VALUE Rubric. Retrieved from https://www.aacu.org/civic-engagement-value-rubric

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

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|  | **Capstone**  4 | **Milestones**  3 2 | | **Benchmark**  1 |
| **Knowledge of civic and democratic systems and principles** | Demonstrates broad and detailed understanding of democratic principles, related historical and social movements, and/or the political systems that frame constitutional democracies. | Demonstrates full yet basic understanding of democratic principles, related historical and social movements, and/or the political systems that frame constitutional democracies. | Demonstrates some basic understanding of democratic principles, related historical and social movements, and/or the political systems that frame constitutional democracies. | Demonstrates some understanding, which may be incomplete, unclear, or oversimplified, of democratic principles, related historical and social movements, and/or the political systems that frame constitutional democracies. |
| **Understanding of personal responsibility and values in relation to civic issues** | Explains one’s sources of identity and their influence on civic values, assumptions, *and* responsibilities to a wider community, in complex detail. | Explains one’s sources of identity and their influence on civic values, assumptions, *and/or* responsibilities to a wider community, with adequate detail. | Explains one’s sources of identity and makes some connections between these and civic values, assumptions, *and/or* responsibilities to a wider community. | Partially explains one’s sources of identity and makes few connections between these and civic values, assumptions, *and/or* responsibilities to a wider community. |
| **Understanding of civic dimensions of public issues** | Explains diverse positions, including those representing different cultural, economic, or geographic interests, on a contested public issue, in complex detail. | Explains diverse positions, including those representing different cultural, economic, or geographic interests, on a contested public issue, with adequate details and information. | Explains diverse positions, including those representing different cultural, economic, or geographic interests, on a contested public issue, in a general way with limited detail. | Explains diverse positions, including those representing different cultural, economic, or geographic interests, on a contested public issue, in a very general way and/or with incomplete information. |
| **Evaluation of one’s civic identity** | Demonstrates evidence of adjustment in own attitudes and beliefs because of learning about diversity of communities and cultures. | Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Demonstrates curiosity about what can be learned from diversity of communities and cultures | Demonstrates awareness that own attitudes and beliefs are different from those of other cultures and communities. Demonstrates some curiosity about what can be learned from diversity of communities and cultures. | Expresses individual attitudes and beliefs from one point of view. Demonstrates little or no curiosity about what can be learned from diversity of communities and cultures. |
| **Evaluation of the civic dimensions of public issues** | Evaluates a complex issue in light of diverse interests and evidence-based information. | Evaluates a complex issue in light of diverse interests and evidence-based information. | Evaluates an issue in light of more than one interest using some evidence-based information. | Evaluates an issue from one point of view using little evidence-based information. |