

UK Core Citizenship Rubric

UK Core Learning Outcome 4: *Students will demonstrate an understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse, multilingual world.*

Outcomes and Assessment Framework: Students will (A) recognize historical and cultural differences arising from issues such as race, ethnicity, age, gender, sexuality, language, nationality, religion, political and ethical perspectives, and socioeconomic class; students will (B) demonstrate a basic understanding of how these differences influence issues of social justice and/or civic responsibility, both within the U.S. and globally; students will (C) recognize and evaluate the ethical dilemmas, conflicts, and trade-offs involved in personal and collective decision making. Topics will (D) include at least 2 of the following: societal and institutional change over time; civic engagement; cross-national/comparative issues; power and resistance.

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Identifies an issue or problem	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors.
Provides background information about the problem (historical, cultural, social justice, or civic responsibility)	Demonstrates sophisticated understanding of the complexity of elements of the problem in relation to its history, values, politics, communication styles, economy, or beliefs & practices.	Demonstrates partial understanding of the complexity of elements of the problem in relation to its history, values, politics, communication styles, economy, or beliefs & practices.	Demonstrates surface understanding of the complexity of elements of the problem in relation to its history, values, politics, communication styles, economy, or beliefs & practices.
Presents multiple perspectives	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts and the student's defense is adequate and effective.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions and implications are compartmentalized by student and do not affect student's position.)	Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Proposes solutions/ hypotheses	Proposes one or more solutions/hypotheses that indicate a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors.	Proposes one or more solutions/ hypotheses that indicate partial comprehension of the problem. Solutions/ hypotheses are sensitive to contextual factors.	Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.
Argument is evidence-based and logical	Synthesizes in depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.