U.S. Identities and Difference Rubric DRAFT

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| SLOStudents will: |  Does not meet General Education Proficiency | Beginning |  Intermediate | Advanced  | Beyond Advanced |
| Analyze the experiences of one or more non-majority ethnic or racial groups in the U.S. and their relevant histories, policies, and/or political struggles. |  | Summarize how an experience of a non-majority ethnic or racial group in the U.S. directly relates to a particular history, policy, and/or political struggle. | Compare experiences of one or more non-majority ethnic or racial groups in the U.S. based on different histories, policies, and/or political struggles. | Explain the variety and the complexity of the experiences of one or more non-majority ethnic or racial groups in the U.S., pointing to ambiguities, contradictions, or conflicts.  |  |
| Investigate injustices around identity construction in the United States at the personal and institutional levels. |  | Describe how a U.S. identity has been constructed unjustly through personal and/or institutional examples. | Compare two different types of injustice around identity construction and how they manifest at the personal and institutional levels. | Generate existing and possible mitigations to injustices around identity construction in the U.S. at personal and institutional levels. |  |
| Analyze the vital connections among identity, privilege, and power. |  | Summarize how a specific U.S. identity is linked to a corresponding level of privilege and power. | Analyze how various levels of privilege and power affect or are linked to U.S. identities. | Analyze shifts and flexibility in the ways identities are connected to levels of privilege and power. |  |
| Reflect on their own identities within structures of power as they reflect on ways to foster a more just, equal, and inclusive society. |  | Describe one’s social identity and one’s level of privilege and power. | Assess one’s level of privilege and power and how that is manifested in their lives. | Create a plan of how one might appropriately foster a more just, equal, and inclusive society. |  |

Rubric Information:

* “Beginning” meets the benchmark for General Education. It may or may not meet the expectations of a particular course.
* Student work must meet all the criteria in a category in order to satisfy that category. If the student work is between “Beginning” and “Intermediate” (meeting all the “Beginning” criteria and achieving some, but not all, of the “Intermediate” criteria), the student work belongs in the “Beginning” category.
* This rubric does not give specific criteria for “Does not meet General Education Proficiency” and “Beyond Advanced.” If student work does not meet “Beginning,” the work “Does not meet General Education Proficiency.” If the student work meets all “Advanced” criteria and exceeds some or all of it, the student work is “Beyond Advanced.”