

SOCIAL RESPONSIBILITY VALUE RUBRIC

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Definition

Social Responsibility: to include **intercultural competence**, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

	Mastery level Point value 4	Proficient Level Point value 3	Developing Level Point value 2	Basic Level Point value 1	Below Level Point value 0
Knowledge Cultural self-awareness	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with	Lacks complete awareness of own cultural rules or biases. ³
Knowledge of cultural worldview frameworks	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Elements of another culture are couched in negative or dismissive terms or student denies existence of cultural differences or experiences.
Skills Empathy	Interprets intercultural experience from the perspectives of own and multiple worldviews and demonstrates ability to act in a supportive manner that recognizes the feelings of another culture.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.	Experiences of others are denied or couched in negative or dismissive terms.
Skills Verbal and nonverbal communication	Articulates complex understanding of cultural differences in verbal or nonverbal communication (e.g. demonstrates understanding of the degree to which people use physical contact while communicating in different culture) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.	Lacks understanding of verbal and nonverbal communication at even a minimal level.

² Evaluators are encouraged to assign a zero to any work sample that does not meet Basic (Freshman Level) performance. Evaluators are encouraged to check the "No Evidence" if the rubric dimension is not evident in the work. For example, a student who openly states that he has no desire to learn about a particular culture would be rated below Basic (point-value 0) for the Attitude: Curiosity. By contrast, if the student makes no mention one way or another about a desire to learn about a culture, the "No Evidence" category would be selected. There is simply no evident of what the student's attitude was in regards to cultural curiosity.

³ Zero category based upon the Intercultural Competence Development Continuum: <http://www.mdbgroup.com/intercultural-development.html> (retrieved 5/20/14) which theorizes that people move through five stages in developing intercultural competence: Denial, Polarization, Minimization, Acceptance and Adaptation.