

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, e.g. [person]	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.

TAMIU MODIFIED INTEGRATED COMMUNICATION VALUE RUBRIC



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Definition—Oral Communication

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Definition—Written Communication (W)

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Definition—Visual Communication (V)

Visual communication is the development and expression of ideas in non-verbal formats. Visual communication involves making meaning of information through symbols, images, and/or representations coupled with text, data, and illustrations. These may include signs, symbols, wording, graphics, drawings, graphs, and/or tables.

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

Communication	Capstone 4	Milestones 3 2		Benchmark 1
Delivery (O, V)	Delivery techniques (posture, gesture, eye contact, professionalism , and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, professional attire , and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, casual attire , and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, appearance , and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Control of Syntax and Mechanics (W)	Uses sophisticated language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.
Sources and Evidence (W)	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing with accompanying discipline specific citations .	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing with accompanying discipline specific citations .	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing with specific citations .	Demonstrates an attempt to use sources to support ideas in the writing. Some sources are identified through citations .
Integrated Communication (O, W, V)	Fulfills the assignment(s) by choosing a format, language, and other visual representation in ways that deepen meaning , making clear the interdependence of language and meaning, thought, and expression to create a coherent, comprehensive, captivating message .	Fulfills the assignment(s) by choosing a format, language, and other visual representation to explicitly enhance and connect content and form , demonstrating awareness of purpose and audience to establish a coherent message .	Fulfills the assignment(s) by choosing a format, language, and other visual representation that connects in a basic way what is being communicated (content) with how it is said (form) to develop a clearly distinct message .	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) that supports the general purpose in an appropriate form .

INQUIRY AND ANALYSIS VALUE RUBRIC

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Definition

Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

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

	Capstone 4	Milestones 3 2		Benchmark 1
Topic selection	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
Existing Knowledge, Research, and/or Views	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents 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.
Design Process	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.
Conclusions	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupportable conclusion from inquiry findings.
Limitations and Implications	Insightfully discusses in detail relevant and supported limitations and implications.	Discusses relevant and supported limitations and implications.	Presents relevant and supported limitations and implications.	Presents limitations and implications, but they are possibly irrelevant and unsupported.