

## SOCIAL CONSCIOUSNESS RUBRIC

Competency in social consciousness is a student's ability to demonstrate ethical behavior, teamwork, and cultural awareness, and civic engagement.

*Scores should be assigned for all applicable dimensions of professionalism outlined below. If the parameters of the assignment used to measure this student learning outcome do not offer the opportunity to demonstrate a given performance criterion, a score of N/A should be recorded.*

ISLO 6	<b>4 Exemplary</b>	<b>3 Accomplished</b>	<b>2 Developing</b>	<b>1 Beginning</b>
<b>Interpersonal Skills</b>  <b>Respect Collaboration Teamwork</b>	Interacts with others respectfully, attentively, and supportively; thoughtfully acknowledges other perspectives; contributes in consistent and significant ways to the shared learning experience, making genuine effort to work effectively and productively with others.	Interacts with others with sufficient respect, attentiveness, and support; acknowledges other perspectives; contributes consistently to the shared learning experience, making genuine effort to work effectively with others.	Attempts to interact with others with respectfully, attentively, and supportively but inconsistently acknowledges other perspectives; contributes intermittently to the shared learning experience, making some effort to work effectively with others.	Willfully or inadvertently displays disrespectful, inattentive, or unsupportive interactions with others; often fails to acknowledge other perspectives; contributes rarely to the shared learning experience, making minimal effort to work with others.
<b>Cultural Awareness</b>  <b>Diversity Interconnectivity Value</b>	Readily and consistently acknowledges cultural differences and articulates the ways they create value; can discuss the complexity of elements important to members of other cultures in relation to its history, values, politics, economy, or beliefs and practices.	Readily acknowledges cultural differences and their value; can explain elements important to members of another culture in relation to its history, values, politics, economy, or beliefs and practices.	Acknowledges cultural differences; can identify some of the elements important to members of another culture in relation to its history, values, politics, economy, or beliefs and practices.	Rarely acknowledges cultural differences; disregards elements important to members of another culture in relation to its history, values, politics, economy, or beliefs and practices.
<b>Civic Responsibility</b>  <b>Activism Community Engagement</b>	Can analyze complex components of engagement in the community, including patterns of social, political, and/or professional interactions; designs concrete strategies to participate in and improve their community and encourages others to participate.	Can explain complex components of engagement in the community, such as patterns of social, political, and/or professional interaction identifies options for future participation within their community.	Can define basic components of engagement in the community and common patterns of interaction; explores options for future participation within their community.	Has difficulty identifying basic components of engagement in the community; demonstrates minimal commitment to future participation within their community.
<b>Equity &amp; Inclusion</b>  <b>Bias Diversity Inclusion</b>	Advances inclusion by recognizing the multiple dimensions of diversity (e.g. ethnic, socioeconomic, gender, sexual orientation, disability, cultural, religious) and actively participating in evidence-based actions to address bias (conscious or unconscious) and inequity in the field; initiates and develops interactions with culturally different others and adjust one's attitudes and beliefs while working with diverse communities.	Uses evidence to critically reflect on bias and inequity within the field and engages in some action to address it; begins to initiate and develop interactions with culturally different others.	Identifies and describes bias or inequity and recognizes it within the field but provides limited evidence, reflection or action; identifies some understanding of cultural differences but is not open to a shared understanding.	Recognizes instances of bias or inequity in the field but does not show evidence of reflection or action; has minimal understanding of culturally different others and displays no interest in interacting with culturally different others.