

## General Education Goal Area 7 – Human Diversity

### Rubric

	Does not meet criteria for Beginning 0	Beginning 1	Developing 2	Proficient 3	Advanced 4
<b>Understand the development of and changing meanings of group identities in the U.S. history and culture</b>	---	Identifies a group which claims a unique identity in the U.S.	Describes the development of a group which claims a unique identity in the U.S.	Describes development of a group and also traces changes in the meaning of that groups' identity	Describes thoroughly the development of multiple groups and traces changes in meaning of their groups' identities
<b>Demonstrates awareness of power relations between groups in contemporary society</b>	---	Identifies an unequal power relationship	Defines individual and institutional dynamics of unequal power relations between groups	Discusses one example of unequal power relations focusing on both individual and institutional dynamics	Compares and contrasts at least 2 examples of unequal power relations between groups focusing on both individual and institutional dynamics
<b>Self-awareness of own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry</b>	---	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 others)	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)	Recognizes new perspectives about own cultural rules and biases (e.g., not looking for sameness; comfortable with the complexities that new perspectives offer)	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)
<b>Describe and discuss the experience and contribution of many groups that shape American society and culture</b>	---	Describe the experience and contributions of at least one group	Describe the experience and contributions of at least one group which has been or currently is suffering from discrimination and exclusion	Describe the experience and contributions of at least two groups, both of which have been or currently are suffering from discrimination and exclusion	Describe the experience and contributions of at least two groups suffering from discrimination and exclusion and compare those experiences to a group which has not suffered discrimination and exclusion
<b>Demonstrates effective communication skills</b>	---	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding	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	Recognizes and participates in cultural differences in verbal and nonverbal communication and beings to negotiate a shared understanding based on those differences	Articulates a complex understanding of cultural differences in verbal and nonverbal communications (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings and is able to skillfully negotiate a shared understanding based on those differences)