

Cultural and Social Difference: Identity Rubrics

GENDER

Beginner: Students identify a diversity of gender identities. Students identify social and cultural factors that shape their own gender identities and how these factors influence their self-conception and worldview.

Gender Rubric	Meets Expectations
Understanding gender identities	Successfully identifies a diversity of gender identities
Relationship to social construction	Demonstrates an adequate understanding of how social and cultural factors shape gender identities
Relationship to worldview	Adequately identifies how social and cultural factors influence worldview

RACE AND ETHNICITY

Beginner: Students identify factors that shape their racial and ethnic identities and explain how these factors influence their self-conception and relationships to their communities.

Race & Ethnicity Rubric	Meets Expectations
Students identify and explain (cultural, social, economic, political, national, etc.) factors that shape racial and ethnic identities	Identifies and explains some factors that shape racial and ethnic identities
Students explain how these factors influence relationships between individuals and their communities	Identifies and explains some connections between factors and how these influence relationships between individuals and their communities

COLLABORATION

Beginner: Students identify the different roles in the group, engage group members by acknowledging their contributions, articulate the importance of multiple and diverse perspectives in a group, and complete all individual tasks on time.

Collaboration	Meets Expectations
Multiple Perspectives	<p>Students can identify steps taken that encouraged or discouraged multiple or diverse perspectives to be heard by the group.</p> <p>Student can articulate how the inclusion or disregard of multiple or diverse perspectives influenced the group.</p>
Listening & Appreciation	<p>Student demonstrates an ability to listen to other group or team members and a recognition of role that the contributions of other group or team members made.</p> <p>Student can articulate how they supported other group or team members.</p>
Personal Development	Student demonstrates new insights into their collaborative abilities and articulates a plan for using those insights in future collaborative efforts.

SPEAK

Beginner: Students organize a presentation with a central message that is partially supported by relevant material(s). Delivery techniques make the presentation understandable, although students may appear tentative or uncomfortable.

Speak	Meets Expectations
Organization	Organizational pattern (introduction and conclusion, sequenced material within the body, and transitions) is clear observable within the presentation
Central Message	Central message is present
Relevant Material	Supporting materials (e.g., explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that at least partially supports the presentation or establishes the presenter's credibility/authority on the topic
Delivery	Delivery techniques (e.g., posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, although speaker appear tentative.