

CLO Rubric Development Project Report Form – Part 1
 Core Learning Outcome: Engagement
 Discipline and Faculty: English / Writing: Joshua Daniels, Sarah Lushia

Dimension Assessed*	Accomplished	Proficient	Developing	Beginning
ENGAGE	4	3	2	1
Recognize and Clarify personal values and perspectives	<ul style="list-style-type: none"> • Articulates complex and meaningful connections among individual experience and cultural background. • Defines the role of language in shaping representations of self and others. • Analyzes assumptions that affect viewpoint and predisposition in everyday thinking. • Articulates a variety of perspectives, contexts, and assumptions that reflect diverse human realities. 	<ul style="list-style-type: none"> • Identifies complex connections among individual experience and cultural background. • References the role of language in shaping representations of self and others. • Identifies and sometimes analyzes a range of assumptions and predispositions in everyday thinking. • Can articulate both a variety of perspectives reflecting diverse human realities and some of their underlying assumptions. 	<ul style="list-style-type: none"> • Identifies some connections among cultural background and experience in self and others. • Accepts that language reflects culture and shapes the representations of self and others. • Identifies some assumptions and predispositions in everyday thinking. • Recognizes that human reality involves a variety of perspectives, but awareness of assumptions may be limited. 	<ul style="list-style-type: none"> • Identifies some evidence of cultural background and experience in self and others. • Acknowledges that language—or word choice—influences representations of self and others. • Sometimes considers that assumptions affect everyday thinking. • Sometimes considers one's own perceptions as one of many viewpoints.

<p>Evaluate diverse values and perspectives of others</p>	<ul style="list-style-type: none"> • Draws from varied sources and perspectives. • Engages the social and cultural complexity of language and signification when articulating ideas. • Defines difference in criteria among sources and publications when considering validity of ideas. • Considers the relevance of mindset and cultural bias to critical thinking and to evaluative judgment. 	<ul style="list-style-type: none"> • Seeks varied sources and recognizes various perspectives consistently. • Considers the role of language and signification in forming understanding of topics and ideas. • Compares the criteria of differing sources and publications when considering validity of ideas. • Considers the relevance of mindset and cultural bias to critical thinking, but may limit consideration when forming evaluative judgment. 	<ul style="list-style-type: none"> • Seeks multiple sources, and some-times recognizes the varied perspectives they represent. • Recognizes language differences as a contributing factor in how sources vary in approaching similar topics and ideas. • Acknowledges that sources and publications have differing criteria and considers the validity of varied interpretations. • Considers underlying and / or unstated assumptions some of the time. 	<ul style="list-style-type: none"> • May consider multiple ways to approach and think about topics or ideas. • Sometimes connects language to differences in approaching similar ideas and topics. • Attempts to understand that sources and publications present information in different ways. • Attempts to understand how biases and assumptions affect the ability to think critically.
<p>Describe the impact of diverse values and perspectives on individuals, communities, and the world</p>	<ul style="list-style-type: none"> • Supports and articulates ideas that benefit diverse interests and promote equality. • Supports and articulates ideas and solutions that offer the broadest benefit. • Argues for context-specific social, political, and economic justice. • Articulates impact of mindset and cultural-centrism on limiting diversity and respect for others. 	<ul style="list-style-type: none"> • Encourages ideas that benefit diverse interests and promote equality. • Invests self in solutions to local, national, and global problems that benefit diverse groups and individuals. • Acknowledges that the various meanings of “justice” are dependent upon context. • Acknowledges impact of cultural and individual “mindset” on respecting diversity and the values of others. 	<ul style="list-style-type: none"> • Recognizes a variety of social, political, and cultural inequality. • Recognizes the need for solutions to local, national, and global problems that benefit diverse groups and individuals. • Acknowledges that there are various meanings of “justice.” • Recognizes the importance of being able to see beyond one’s own values and ideas. 	<ul style="list-style-type: none"> • Recognizes some kinds of social, political, and cultural inequality. • Recognizes some issues of social, political, and/or cultural inequality. • Will consider that “justice” sometimes has varied meanings. • Recognizes own ideas and values.

<p>Demonstrate knowledge of democratic values and practices</p>	<ul style="list-style-type: none"> • Expresses the value of group discussion and learning by both initiating and contributing to group discussions. • Considers process and outcome to be interdependent. • Poses relevant, problem-clarifying questions. • Clarifies assumptions as part of discussion and learning process. 	<ul style="list-style-type: none"> • Recognizes the importance of group discussion and learning, and initiates collaboration. • Can articulate how some parts of process are connected to overall outcome of group work. • Consistently asks relevant questions. • Recognizes that questioning personal assumptions is necessary for successful group work. 	<ul style="list-style-type: none"> • Sometimes initiates participation in group discussion. • Recognizes the relationship between process and outcome. • Asks mostly relevant questions. • Recognizes a variety of personal assumptions as well as some of the ways personal assumptions affect group work. 	<ul style="list-style-type: none"> • Actively participates in group discussion when asked or required. • Sometimes considers group process as necessary to achieving goals. • Asks questions, some of which may be relevant. • Recognizes some personal assumptions.
<p>Collaborate with others to achieve shared goals)</p>	<ul style="list-style-type: none"> • Initiates goal setting when appropriate and helps focus group process on common goals. • Encourages and initiates problem-solving and conflict resolution in group work. • When appropriate—assumes or shares leadership. • Consistently shares credit and responsibility for progress and setbacks of the group. 	<ul style="list-style-type: none"> • Participates actively in most areas of goal-directed group process. • Commits to problem-solving and “working through” conflicts in group process. • When appropriate— assumes leadership role. • Sometimes shares credit and responsibility for the progress and setbacks of group. 	<ul style="list-style-type: none"> • Cooperates with others in working towards common goals. • Recognizes that acknowledging the input of all group members is integral to collaboration. • Takes on a limited leadership role, which may be task-specific. • Recognizes that credit and responsibility for group progress and setbacks must be collectively shared. 	<ul style="list-style-type: none"> • Recognizes the relevance of group work to achieving common goals. • Sometimes acknowledges input of other group members as part of collaborative process. • Recognizes the role of leadership in achieving group goals. • Attributes credit and responsibility for group progress and setbacks to individuals rather than to group as a whole or its processes.