

ASSESSMENT RUBRIC: Civic Competencies

Criteria	Exceptional	Excellent	Proficient	Emergent	Below Expectations
<p><b>Civic Awareness - Societal</b></p> <p>Cognizance of underlying causes of inequities and the interconnectedness among individuals, society, and systems.</p>	<p>Student consistently exceeds expectations and offers a unique and deeply nuanced awareness of and meaningful reflection upon the underlying causes of inequities and interconnectedness among individuals, society, and systems.</p>	<p>Student clearly and consistently articulates awareness of and meaningful reflection upon the underlying causes of inequities and interconnectedness among individuals, society, and systems.</p>	<p>Student articulates a developing sense of awareness of and reflects upon the underlying causes of inequities and interconnectedness among individuals, society, and systems.</p>	<p>The student's understanding of the underlying causes of inequities and interconnectedness among individuals, society and systems is emerging but with incomplete ability to articulate in the context of community engagement.</p>	<p>Student does not seem to understand the underlying causes of inequities and that individuals, society, and public policy are interconnected.</p>
<p><b>Civic Awareness - Personal</b></p> <p>Awareness of an individual's sense of place in and responsibility to community issues, especially issues of inclusivity, justice, environmental sustainability, and/or equity.</p>	<p>Student consistently exceeds expectations and offers a unique and deeply nuanced awareness of and meaningful reflection upon their sense of place in and responsibility to community issues. This awareness leads to meaningful changes in behaviors and actions that are easily observed and/or articulated.</p>	<p>Student's deep awareness for and expression of their sense of place in and responsibility to community issues is comprehensive and described or exhibited in detail.</p>	<p>Student's awareness of their sense of place in and responsibility to community issues is increased and clearly explained.</p>	<p>Student's sense of place in and responsibility to community issues is present but not articulated in a consistent or fully realized manner.</p>	<p>Student remains unaware of their sense of place in and responsibility to community issues.</p>
<p><b>Civic Skills</b></p> <p>Development of communication, intercultural competence, collaborative teamwork, critical thinking, and leadership skills within community engagement.</p>	<p>Student demonstrates exceptional mastery and role-modeling of the skills needed to influence positive community change.</p>	<p>Student's development and application of the skills needed to influence positive community change is comprehensive and reliably exhibited.</p>	<p>Student exhibits consistent progress towards the development and application of the skills needed to influence positive community change.</p>	<p>Student skills related to one or a few of the abilities needed to influence positive community change begin to emerge.</p>	<p>Student does not show progress on building the skills needed to influence positive community change.</p>
<p><b>Civic Habits</b></p> <p>Regular participation in community engaged learning, scholarship, and advocacy; includes participation in any of the civic pathways: Community Engaged Learning and Research; Community Organizing and Activism; Direct Engagement; Policy and Governance; Philanthropy; and Social Entrepreneurship and Corporate Social Responsibility.</p>	<p>Student has a depth of understanding of the civic pathways and can confidently analyze and critique these methods of engagement.</p> <p>Student exceeds expectations in their development of civic habits and exhibits considerable depth in their commitment to sustained engagement in at least one pathway.</p>	<p>Student can articulate the interconnectedness of the civic pathways and evaluate the utility of each based on context/issue.</p> <p>Student demonstrates regular and consistent habits related to community engagement in 2-3 pathways that will clearly continue beyond the semester.</p>	<p>Students can articulate an understanding of the civic pathways.</p> <p>Student develops habits related to community engagement in 1-2 civic pathways and reliably engages throughout the semester.</p>	<p>Student's community engagement habits are emerging and have a elementary understanding of the civic pathways.</p>	<p>Student habits related to community engagement are not developed.</p>
<p><b>Civic Values</b></p> <p>Expressed desires and beliefs related to hope, integrity, collaboration, and action as part of an effort to strengthen communities.</p>	<p>The student's ability to articulate their desires and beliefs related to hope, integrity, collaboration and action goes above and beyond expectations in efforts to strengthen communities. This articulation includes concrete and compelling examples that connect complex correlating experiences and concepts.</p>	<p>Student effectively articulates their desires and beliefs related to hope, integrity, collaboration, and action as part of their efforts to strengthen communities.</p>	<p>Student demonstrates consistent progress toward articulating their desires and beliefs related to hope, integrity, collaboration, and action as part of their efforts to strengthen communities.</p>	<p>Student's values concerning hope, integrity, collaboration, and action within the community engagement context are emerging but inconsistently articulated.</p>	<p>Student exhibits little to no development or effective articulation regarding the community engagement values of hope, integrity, collaboration, and action.</p>