

Rubric for the 2021 Diversity ILO Assessment

Categories	Highly-developed 4	Developed 3	Emerging 2	Initial 1	0
Empathy <i>Perspective Taking</i>	Students are able to reposition themselves as well as imaginatively and sensitively engage and articulate the experiences of others.	Students are able to reposition themselves and adequately engage and articulate the experiences of others.	Students are either able to reposition themselves or outline the experiences of others.	Students have very limited capacity to reposition themselves or outline the experiences of others.	Students do not show capacity to reposition themselves or outline the experiences of others
Understanding Systems	Utilize deep knowledge of two or more systems (historical, political, economic, cultural, etc.) to demonstrate persuasively how these systems impact daily experiences and life outcomes.	Utilize adequate knowledge of two or more systems (historical, political, economic, cultural, etc.) to demonstrate how these systems impact daily experiences and life outcomes.	Utilize adequate understanding of one system (historical, political, economic, cultural, etc.) to outline how this system impacts daily experiences or life outcomes.	Limited knowledge of any system or systems (historical, political, economic, cultural, etc.) and its impact on daily experiences or life outcomes.	No understanding of any system and its impact on daily experiences or life outcomes.

Faith	Give a substantive explanation of how their own Christian faith (or their deepest commitments, for non-Christian students) plays a role in interpreting and responding to the case study.	Give basic explanation of how their own Christian faith (or their deepest commitments, for non-Christian students) plays a role in interpreting and responding to the case study.	Able to outline how their own Christian faith (or their deepest commitments, for non-Christian students) plays a role in interpreting and responding to the case study.	Severely limited knowledge of how their own Christian faith (or their deepest commitments, for non-Christian students) plays a role in responding to the case study.	No knowledge of how their own Christian faith (or their deepest commitments, for non-Christian students) plays a role in responding to the case study.
Social Responsibility	Convincingly demonstrate the ability to come up with plausible, real-world solutions with clear goals, adequate resources, pertinent agencies, as well as stating possible obstacles.	Adequately demonstrate the ability to come up with a plausible, real-world solution with some goals, resources, and pertinent agencies, as well as stating at least one obstacle.	Develop a limited or unrealistic solution with a goal, some resources and pertinent agencies, as well as implying at least one obstacle.	Develop a limited or unrealistic solution without stating goals, resources, or pertinent agencies.	No solution is offered.