

Multicultural and Gender Rubric

Learning Objectives	4 Exceeds Standard	3 Meets Standard	2 Approaching Standard	1 Below Standard
Students will be able to identify and differentiate key concepts and experiences of identity formation – including race/ethnicity, sex and gender and religion.	Demonstrates comprehensive evaluation of the processes of identity formation.	Demonstrates adequate evaluation of the processes of identity formation.	Demonstrates minimal evaluation of processes of identity formation.	Demonstrates insufficient evaluation of processes of identity formation.
Students will ask critical and caring questions that foster knowledge of the concepts and experiences of identity formation.	Consistently incorporates critical questions with empathy in support of the course material.	Often, but not fully, incorporates critical questions with empathy in support of the course material.	Mostly incorporates critical questions with empathy in support of the course material.	Incorporates few or no critical questions with empathy in support of the course material.
Students will be able to articulate factors, including biases, that influence identity formation among different groups of people in different times and places.	Consistently evaluates, analyzes, and applies these factors to elegant discussion of identity formation.	Often evaluates, analyzes, and applies these factors to adequate discussion of identity formation.	Begins to evaluate, analyze, and apply these factors to adequate discussion of identity formation.	Does not evaluate, analyze, or apply these factors to minimal discussion of identity formation.
Students will be able to make sound arguments based on research, not opinions, from differing identity perspectives in a way that addresses contemporary social problems and issues of multiculturalism, gender, race, ethnicity and social inequality in a clear and articulate manner.	Evaluates material through critique that provides valid research based on multiple sources. Explains concepts fully and comprehensibly.	Evaluates material through critique that provides valid research based on a narrow range of sources. Explains concepts with few errors in delivery.	Begins to approach an evaluative critique. Provides research based on minimal range of sources. Some difficulty in delivering concepts.	Shows little or no recognition of evaluation through critiques. Research requires support from valid sources. Difficulty in delivering concepts.