

### Rubric for CORE Outcome 3.3 – Engaged Global Citizens

By the end of the semester students will:	Not Proficient	Developing Proficiency	Proficient	Exceeding Proficiency
<b>3.3.1: Describe complex, boundary-spanning issues that involve diverse interests.</b>	For the group project, student earns <i>Emerging</i> level on the VALUE rubric item, <i>Issue Identification</i> , which states “Describes, in limited, detail a problematic issue that impacts people in a different country at the national, regional, or local level. Description includes some relevant information about the country’s history and contemporary circumstances. Limited information is provided about the origin of the issue, contributing factors, and who is impacted and how.”	For the group project, student earns <i>Developing</i> level on the VALUE rubric item, <i>Issue Identification</i> , which states, “Describes, in some detail, a problematic issue that impacts people in a different country at the national, regional, or local level. The description includes some relevant information about the country’s history and contemporary circumstances in addition to the origin of the issue, contributing factors, and who is impacted and how; however, the quality and quantity of detail varies among the assignment elements.”	For the group project, student earns <i>Accomplished</i> level on the VALUE rubric item, <i>Issue Identification</i> , which states, “Describes, in detail, a problematic issue that impacts people in a different country at the national, regional, or local level. The description includes important information about the country’s history and contemporary circumstances in addition to the origin of the issue, contributing factors, and who is impacted and how.”	For the group project, student earns <i>Exemplary</i> level on the VALUE rubric item, <i>Issue Identification</i> , which states, “Describes, in superlative detail, a problematic issue that impacts people in a different country at the national, regional, or local level. The description includes important information about the country’s history and contemporary circumstances in addition to the origin of the issue, contributing factors, and who is impacted and how. Elements of the assignment include nuanced information about the issue that highlights the complexity.”
<b>3.3.2: Analyze a complex boundary-spanning issue, taking into account the various perspectives of those involved.</b>	For the group project, student earns <i>Emerging</i> level on the VALUE rubric item, <i>Analyzing Global Systems</i> , which states, “Identifies the basic role of some global and local institutions, ideas, and processes addressing the issue, but does not address the opposition of impact	For the group project, student earns <i>Developing</i> level on the VALUE rubric item, <i>Analyzing Global Systems</i> , which states, “Minimally analyzes major elements of the global systems—who is leading the effort—addressing the issue. Student describes the historical and current	For the group project, student earns <i>Accomplished</i> level on the VALUE rubric item, <i>Analyzing Global Systems</i> , which states, “Adequately analyzes major elements of the global systems—who is leading the effort—addressing the issue. Student analyzes the effects of historical	For the group project, student earns <i>Exemplary</i> level on the VALUE rubric item, <i>Analyzing Global Systems</i> , which states, “Uses deep knowledge of the historic and contemporary role of the global systems—who is leading the effort—addressing the issue. Student analyzes the

	of historical and current efforts to address the issue.	efforts in addressing the issue but does not discuss the impact of those efforts. Student discusses <u>one</u> opposing effort to address the issue and how the opposition has thwarted the overall success in addressing the issue.”	and current efforts in addressing the issue in adequate detail, noting differences and similarities of efforts. Student discusses <u>at least two</u> opposing efforts to address the issue and how the opposition has thwarted the overall success in addressing the issue.”	effects of historical and current efforts in addressing the issue in superlative detail, noting multiple differences and similarities of efforts. Student discusses <u>three or more</u> opposing efforts to address the issue and how the opposition has thwarted the overall success in addressing the issue.”
<b>3.3.3: Design a project in cooperation with others that addresses a complex, boundary-spanning issue.</b>	For the group project, student earns <i>Emerging</i> level on the grading rubric to item, <i>Plan for Personal and Social Responsibility</i> which states, “Identifies basic ethical dimensions of some local or national decisions that have global impact. Does not suggest goals or objectives for addressing the initiative.”	For the group project, student earns <i>Developing</i> level on the grading rubric to item, <i>Plan for Personal and Social Responsibility</i> which states, “Explains the ethical, social, and environmental consequences of local and national decisions on global systems. Identifies <u>one</u> specific goal and objective for initiative. Identifies the people responsible for implementing and/or supporting their initiative. Identifies a timeframe of implementation. Identifies assessment strategies for the quality of the initiative. Identifies a plan for sustaining the new initiative.”	For the group project, student earns <i>Accomplished</i> level on the grading rubric to item, <i>Plan for Personal and Social Responsibility</i> which states, “Identifies <u>at least two</u> specific goals and objectives for initiative. Identifies the people responsible for implementing and/or supporting their initiative. Identifies a timeframe of implementation. Identifies assessment strategies for the quality of the initiative. Identifies a plan for sustaining the new initiative.”	For the group project, student earns <i>Emerging</i> level on the grading rubric to item, <i>Plan for Personal and Social Responsibility</i> which states, “Discusses, in detail, the informed, responsible initiatives to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions. Identifies <u>three or more</u> specific goals and objectives for initiative. Identifies the people responsible for implementing and/or supporting their initiative. Identifies a timeframe of implementation. Identifies assessment strategies for the quality of the initiative. Identifies a plan for sustaining the new initiative.”