

MCC'S MULTICULTURAL LITERACY & GLOBAL LEARNING VALUE RUBRIC

Built from AAC&U's Global Learning & Intercultural Knowledge VALUE Rubrics



Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

| | Capstone 4 | Milestones | | Benchmark 1 |
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| R1:Global Self-Awareness | Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context. | Evaluates the global impact of one's own and others' specific local actions on the natural and human world. | Analyzes ways that human actions influence the natural and human world. | Identifies some connections between an individual's personal decision-making and certain local and global issues. |
| R2:Perspective Taking | Evaluates and applies diverse perspectives to complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.) | Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural and human systems. | Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems. | Identifies multiple perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical). |
| R3:Cultural Diversity | Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while initiating meaningful interaction with other cultures to address significant global problems. | Analyzes substantial connections between the worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful interactions with other cultures. | Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews. | Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews. |
| R4:Personal and Social Responsibility | Takes informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluates the local and broader consequences of individual and collective interventions. | Analyzes the ethical, social, and environmental consequences of global systems and identifies a range of actions informed by one's sense of personal and civic responsibility. | Explains the ethical, social, and environmental consequences of local and national decisions on global systems. | Identifies basic ethical dimensions of some local or national decisions that have global impact. |

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| R5:Understanding Global Systems | Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds. | Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds. | Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds. | Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds. |
| R6:Applying Knowledge to Contemporary Global Contexts | Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others. | Plans and evaluates more complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific). | Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific). | Defines global challenges in basic ways, including a limited number of perspectives and solutions. |
| R7:Knowledge Cultural self-awareness | Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.) | Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.) | Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.) | Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.) |
| R8: Knowledge <i>Knowledge of cultural worldview frameworks</i> | Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. |
| R9:Skills Empathy | Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group. | Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions. | Identifies components of other cultural perspectives but responds in all situations with own worldview. | Views the experience of others but does so through own cultural worldview. |
| R10:Skills Verbal and nonverbal communication | Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different | Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences. | Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared | Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding. |

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| | cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences. | | understanding. | |
| R11:Attitudes Curiosity | Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives. | Asks deeper questions about other cultures and seeks out answers to these questions. | Asks simple or surface questions about other cultures. | States minimal interest in learning more about other cultures. |
| R12:Attitudes Openness | Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others. | Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others. | Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change. | Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment. |