

## MIDDLESEX COMMUNITY COLLEGE SOCIAL RESPONSIBILITY ISLO RUBRIC

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance and to assign N/A if the criterion is not applicable.*

	<b>Capstone</b> 4	<b>Milestones</b>		<b>Benchmark</b> 1	<b>0</b>	<b>N/A</b>
		3	2			
<b>Connections to Experience</b> Connects relevant experience and academic knowledge.	Connects and evaluates knowledge (facts, theories, etc.) from academic study to civic engagement and social responsibility, and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from academic study in relationship to civic engagement and social responsibility, including one's own participation in civic life, politics, and government.	Connects knowledge (facts, theories, etc.) from academic study to civic engagement and social responsibility and to one's own participation in civic life, politics, and government.	Identifies knowledge (facts, theories, etc.) from academic study that is relevant to civic engagement and social responsibility and to one's own participation in civic life, politics, and government.		
<b>Civic Identity, Commitment, and Reflection</b>	Demonstrates independent experience and <i>shows initiative</i> in civic-engagement activities. Describes what she/he has learned about her or himself as it relates to a strong and clear sense of civic identity and continued commitment to public action and social justice.	Demonstrates independent experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment to social justice.	Involves in civic-engagement activities from expectations or course requirements rather than from a sense of civic identity and social justice. Minimally describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment to social justice.	Minimally involves or doesn't involve in civic-engagement activities and does not connect experiences to civic identity and social justice. Doesn't describe what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment to social justice.		
<b>Perspective Taking</b>	Evaluates multiple perspectives (such as cultural, disciplinary, and ethical) to subjects which may have multiple or conflicting positions.	Synthesizes multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects which may have multiple or conflicting positions.	Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects which may have multiple or conflicting positions.	Identifies multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects which may have multiple or conflicting positions.		
<b>Personal and Social Responsibility</b>	Takes informed and responsible action to address the ethical, social, and environmental challenges and evaluates the consequences of individual and collective actions.	Analyzes the ethical, social, and environmental issues and identifies a range of actions informed by a sense of personal and civic responsibility.	Explain the ethical, social, and environmental consequences of personal, local, and national actions and decisions.	Identifies basic ethical, social and environmental consequences of personal, local and national actions and decisions.		

<b>Applying Knowledge to Contemporary Global Contexts</b>	Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives-	Develops and-evaluates more complex solutions to global challenges-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.		
<b>Empathy</b>	Interprets intercultural experience from the perspectives of-more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of other cultural groups.	Recognizes intellectual and emotional dimensions of more than one set of personal and cultural experiences and sometimes uses more than one worldview in interactions.	Identifies components of other cultural and personal-experiences but responds in all situations with own worldview.	Views the experience of others but does so through own worldview.		
<b>Global Self-Awareness</b>	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.		
<b>Ethical Perspectives/Concepts</b>	Independently applies ethical perspectives/concepts to an issue or topic accurately by way of well-reasoned justification and considers implications of the application with a high degree of probability.	Applies ethical perspectives/concepts to an issue or topic accurately by way of well-reasoned justification with some evidence of consideration of additional probable implications.	Identifies ethical perspectives/concepts regarding an issue or topic independently and by way of justification, but does so with incomplete and/or inaccurate evidence.	Identifies ethical perspectives/concepts regarding an issue or topic with support (e.g., using examples, in class, in a group, or a fixed-choice setting) but is unable to do so independently.		