

SAMPLE RUBRICS FOR ASSESSING KU CORE EDUCATIONAL GOALS

Core Goal #4: Respect human diversity and expand cultural understanding and global awareness.

Learning Outcome 1: Upon reaching this goal, students will be able to: *Investigate the diversity of human experience within the United States, considering, for example, age, culture, disability, ethnicity, gender, language, race, religion, sexual orientation, and social class, and appreciate the contributions of different social groups.*

Learning Outcome 2: Upon reaching this goal, students will be able to: *Examine a variety of perspectives in the global community, distinguish one's own cultural patterns, and respond flexibly to multiple worldviews.*

	Exceeds Expectations 4	Expected 3	Satisfactory 2	Unacceptable 1
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.)
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Transfer	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
Knowledge of Cultural/Worldview Frameworks	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.

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To be approved for inclusion in the KU Core curriculum, course applications must include a plan to develop evidence and evaluation of student learning, documenting that students have met the criteria associated with the learning outcome that students in your course will achieve. As an aid in meeting this expectation, the committees that developed the goals, learning outcomes, and criteria of the KU Core (the satellite and transition committees) also drafted sample rubrics to provide ideas for how to evaluate what your students have learned. These are examples and should not be considered the only way to assess student learning. You may choose to use these rubrics, or you may develop your own evaluative tools. In reviewing your application, the University Core Curriculum Committee will expect to see a description of the assessment mechanism you will use.