

ASSESSMENT RUBIC FOR G7 LEARNING OBJECTIVE

ITEM	4 (HIGHEST)	3	2	1 (LOWEST)
Understanding: Understand how individual experiences, histories of contestation, and cultural background inform perspective and identity	Student demonstrates sophisticated understanding of the complex factors that have shaped groups' identity formation and perspectives	Student demonstrates adequate understanding of the complex factors that have shaped groups' identity formation and perspectives	Student demonstrates partial understanding of the complex factors that have shaped groups' identity formation and perspectives	Student demonstrates superficial or no understanding of the complex factors that have shaped groups' identity formation and perspectives
Self-reflection: Gain understanding of one's own perspective and the assumptions that come from that perspective	Student articulates detailed insights about core beliefs from their own perspective and the assumptions that shape these core beliefs	Student articulates some details about core beliefs from their own perspective and the assumptions that shape these core beliefs	Student articulates some core beliefs from their own perspective some of the assumptions that shape the core beliefs	Student articulates either some core beliefs from their own perspective or some of the assumptions that shape the core beliefs but not both
Communication: Communicate one's perspective and engage respectfully with the perspectives of others	Student states a position based on their perspective and engages with another person's or group's perspective, laying bare the assumptions, logic, and implications of both perspectives	Student states a position based on their perspective and engages with another person's or group's perspective, but inadequately addresses the assumptions, logic, and implications of both perspectives	Student states a position based on their perspective and engages with some elements of another person's or group's perspective but displays little understanding of the assumptions, logic, and implications of either perspective	Student states a position based on their perspective but cannot accurately engage with another person's or group's perspective, and shows little awareness of the implications
Evaluation: Use evidence to reflect critically on competing perspectives	Student can independently apply varying perspectives to the study of a subject and accurately and fully reflects on the perspectives based on the study of the subject	Student can independently apply varying perspectives to the study of a subject but has trouble reflecting on the perspectives based on the study of the subject	Student can apply varying perspectives to the study of a subject but does not understand how to analyze perspectives based on the study of the subject	Student needs help applying varying perspectives to the study of a subject matter and cannot draw inferences from the study
Empathy: Value diverse perspectives as essential for learning, growth, and development	Student appreciates the value of varying perspectives and articulates how the perspectives expand and deepen understanding of a particular subject	Student recognizes the varying perspectives and articulates some ways that the perspectives expand and deepen understanding of a particular subject	Student identifies some components of varying perspectives and articulates some ways that the perspectives address a particular subject	Student describes another person's or group's perspective but primarily does so through their own perspective