

CIVIC LITERACY

Students will demonstrate awareness of self and others and responsibilities of local, national, and international citizenship.

Master Template (FYI)

<i>Performance Criterion: What behavior will you measure?</i>						
Highest Level of Competency		Intermediate Level of Competency		Lowest Level of Competency		
<i>Performance descriptor: What does the student do; what does their work demonstrate or include?</i>		<i>Performance descriptor</i>		<i>Performance descriptor</i>		
Student work is unambiguously successful. May even attempt thoughtful extension of assignment requirements. Such attempts are for the most part successful.		Student work provides adequate evidence of the required behavior. There may still be some minor problems, including overreaching, that limit the success of the performance.		Artifact does not exhibit the desired behavior, or the performance of the behavior is significantly problematic. Assessor may also use n/a to indicate the criterion is not to be measured or cannot be measured by the associated assignment.		
5	4	3	2	1	0	n/a
Comments: Include as many of these tables as you need.		Measure one performance criterion per table.				

Adapted from: <http://www.oaklandcc.edu/assessment/General-Education/Scientific-Literacy/rubric.htm> [retrieved 3/27/13]

<i>Performance Criterion 1: Awareness of self and others; communication within context of that awareness</i>						
Highest Level of Competency		Intermediate Level of Competency			Lowest Level of Competency	
Exhibits curiosity about what can be learned from other individuals and communities		Recognizes distinct individual attitudes and beliefs. Acknowledges that these may differ among individuals and among communities.			Evinces basic awareness of own attitudes and beliefs.	
5	4	3	2	1	0	n/a
Comments						

<i>Performance Criterion 2: "Classroom to curbstone"</i>						
Highest Level of Competency		Intermediate Level of Competency			Lowest Level of Competency	
Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.		Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.			Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	
5	4	3	2	1	0	n/a
Comments						

<i>Performance Criterion 3: “Curbstone to classroom” (civic identity)</i>						
Highest Level of Competency		Intermediate Level of Competency		Lowest Level of Competency		
Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.		Provides evidence of 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.		Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity. Where evidence of civic engagement is present, may suggest involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.		
5	4	3	2	1	0	n/a
Comments						

<i>Performance Criterion 4: Leadership</i>						
Highest Level of Competency		Intermediate Level of Competency		Lowest Level of Competency		
<p>Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.</p> <p>In classroom experiences, tailors communication strategies to effectively express, listen, and adapt to others' perspectives in efforts or assignments around the civic life of communities.</p>		<p>Has participated in civically focused actions and begins to reflect upon or describe how these actions may benefit individual(s) or communities.</p> <p>May express interest in continued or future actions.</p> <p>In classroom experiences, communicates in civic context, showing ability to express, listen, and adapt ideas and messages based on others' perspectives.</p>		<p>Has clearly participated in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.</p> <p>Has experimented with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.</p> <p>In classroom experiences, is not adept or is simplistic in communication about civic contexts.</p>		
5	4	3	2	1	0	n/a
Comments						

<i>Performance Criterion 5: Collaboration</i>		
Highest Level of Competency	Intermediate Level of Competency	Lowest Level of Competency
<p>Engages constructively in team or collaborative climate by choosing appropriate ways to participate (including but not limited to those below) and then following through.</p> <ul style="list-style-type: none"> Offers new suggestions to advance the work 	<p>Engages actively in team or collaborative climate.</p> <p>Participation includes several of these methods:</p>	<p>Engages minimally or when prompted in team or collaborative climate.</p> <p>Participation includes one or more of these methods:</p>

<p>of the group.</p> <ul style="list-style-type: none"> • Facilitates other members' participation (e.g., by asking questions, offering clarification, synthesizing others' contributions, inviting participation by less-engaged members, etc.) • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. • Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness. 		<ul style="list-style-type: none"> • Engages team members with active listening or constructive comments. • Offers new suggestions to advance the work of the group. • Facilitates other members' participation (e.g., by asking questions, offering clarification, synthesizing others' contributions, inviting participation by less-engaged members, etc.) • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. • When conflict arises, may redirect focus toward common ground, toward task at hand (away from conflict). May even acknowledge or engage with conflict. 		<ul style="list-style-type: none"> • Engages team members by taking turns and listening to others without interrupting. • Offers new suggestions to advance the work of the group. • Facilitates other members' participation (e.g., by asking questions, offering clarification, synthesizing others' contributions, inviting participation by less-engaged members, etc.) • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. • Passively accepts alternate viewpoints/ideas/opinions. 		
5	4	3	2	1	0	n/a
Comments						

INCLUDES INPUT FROM GESLOAT IN AUGUST 2011 AND COORDINATORS COUNCIL NOVEMBER 22, 2011