

**MULTIPLE PERSPECTIVES**

Students will demonstrate knowledge and appreciation of diverse cultures.

Master Template (FYI)

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

*Performance Criterion 1: Attitudes of curiosity and openness*

Highest Level of Competency NEW LANGUAGE		Intermediate Level of Competency		Lowest Level of Competency		
<p>Asks complex questions about other cultures.</p> <p>Seeks out and articulates answers to these questions that reflect multiple cultural perspectives.</p> <p>Initiates or develops significant interactions with culturally different others.</p> <p>Suspends judgment in valuing her/his interactions with culturally different others.</p>		<p>Asks or engages with questions about other cultures.</p> <p>Seeks out answers to these questions.</p> <p>Expresses openness to interactions with culturally different others.</p> <p>Begins to suspend judgment in valuing her/his interactions with culturally different others.</p>		<p>Demonstrates minimal interest in learning more about other cultures.</p> <p>Receptive to interacting with culturally different others.</p> <p>Has difficulty suspending any judgment in her/his interactions with culturally different others; may be unaware of own judgment.</p>		
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>n/a</b>
Comments:						

**(Micro level)**

<i>Performance Criterion 2: Cultural self-awareness</i>						
Highest Level of Competency		Intermediate Level of Competency		Lowest Level of Competency		
Articulates insights into own cultural rules and biases (e.g. seeks 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.)  Demonstrates that he/she no longer looks for sameness; is comfortable with the complexities that new perspectives offer.		Identifies own cultural rules and biases. May recognize new perspectives about cultural rules and biases  May express a strong preference for those rules shared with own cultural group and seek the same in others.		Demonstrates minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)).  May remain uncomfortable with identifying possible cultural differences with others.		
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>n/a</b>
Comments: <b>Include as many of these tables as you need.</b>		<b>Measure one performance criterion per table.</b>				

**(Macro level)**

<i>Performance Criterion 3: Knowledge of cultural worldview frameworks</i>						
Highest Level of Competency		Intermediate Level of Competency		Lowest Level of Competency		
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 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.		
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>n/a</b>
<b>Comments: Include as many of these tables as you need.</b>		<b>Measure one performance criterion per table.</b>				

<i>Performance Criterion 4: Evidence of empathy</i>						
Highest Level of Competency		Intermediate Level of Competency		Lowest Level of Competency		
<p>Interprets intercultural experience using integrated perspectives of own and other worldviews (or various other worldviews).</p> <p>Demonstrates ability to explain or analyze phenomena associated with another cultural group (or indicative of that group's perspective).</p>		<p>Recognizes intellectual and / or emotional dimensions of more than one worldview.</p> <p>Adequately describes or presents phenomena associated with another cultural group.</p> <p>Sometimes uses more than one worldview in interpretations or interactions.</p>		<p>Identifies components of other cultural perspectives.</p> <p>Responds to or interprets cultural phenomena with own worldview.</p>		
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>n/a</b>
Comments						

<i>Performance Criterion 5: Intercultural communication</i>						
Highest Level of Competency		Intermediate Level of Competency		Lowest Level of Competency		
<p>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 cultures or use direct/indirect and explicit/implicit meanings).</p> <p>Is able to skillfully and / or independently negotiate a shared understanding based on those differences.</p>		<p>Describes or evaluates cultural differences in verbal and nonverbal communication.</p> <p>Consistently demonstrate awareness that misunderstandings can occur based on cultural differences.</p> <p>Begins to negotiate or explicate a shared understanding based on those differences.</p>		<p>Identifies some cultural differences in verbal and nonverbal communication.</p> <p>May begin to demonstrate awareness that misunderstandings can occur based on cultural differences.</p> <p>May remain unable to explicate or negotiate a shared understanding.</p>		
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>n/a</b>
Comments:						

QUESTION: SHOULD THERE BE A GLOBAL AWARENESS CRITERION?

*Adapted from INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC  
with significant input from QCC Coordinators Council, November 2011 and with thanks to Prof. Ken Wong, personal communication, 4/3/13*