

Rubric for General Education Diversity Awareness

Effective skill in identifying, comparing, contrasting, and appreciating the interdependencies and conflicts of diverse communities on national, regional, local, and/or personal levels. Components include similarities, connections, and differences.

Criteria	Superior 5	Good 4	Average 3	Below Average 2	Unacceptable Or Non- Existent 1
IDENTIFY	Provides an outstanding example in every way. Goes above and beyond expectations of "Good/4"	Correctly identifies with consistent use of supporting terminology appropriate to the discipline.	Correctly identifies with some supporting terminology appropriate to the discipline.	Correctly identifies, with no supporting terminology appropriate to the discipline.	Incorrectly identifies, or provides no example at all.
COMPARE (Interdependencies, Connections, Similarities)	Provides an outstanding example in every way. Goes above and beyond expectations of "Good/4"	Provides a clear and supported comparison between nations, regions, communities, individuals or concepts.	Provides an example of comparison with some clarity and support.	Provides an incomplete example of comparison, with no support.	Provides an incorrect example of comparison, or provides no example at all.
CONTRAST (Differences, Conflicts)	Provides an outstanding example in every way. Goes above and beyond expectations of "Good/4"	Provides a clear and supported contrast between nations, regions, communities, individuals or concepts.	Provides an example of contrast with some clarity and support.	Provides an incomplete example of contrast, with no support.	Provides an incorrect example of contrast, or provides no example at all.
APPRECIATE	Provides an outstanding example in every way. Goes above and beyond expectations of "Good/4"	Shows clear appreciation for the subject, well beyond simply like/dislike. Shows positive attitude in acknowledgement of the benefits one has or will receive from the knowledge gained.	Shows some appreciation for the subject, with some jaded opinions. Seems unsure as to how this knowledge has benefitted them.	Expresses mainly like or dislike, with little or no sense of appreciation. Sees little or no benefit from the knowledge gained.	Provides an incorrect example of appreciation, or provides no example at all.