

SOCIAL RESPONSIBILITY - CORE OBJECTIVES RUBRIC 2026-2027

Criteria	Guiding Question	Level 3	Level 2	Level 1
Apply Knowledge to Social Issues	Does the student make connections among the fields being studied and social issues?	3. Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to one's role in social issues.	2. Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline, making relevant connections to one's role in social issues.	1. Does not meet level 2. For example: Attempts to connect misunderstood knowledge (facts, theories, etc.) from one's own academic study/field/discipline to social issues.
Comparing Cultures	How well does the student analyze relationships among the worldviews and power structures of multiple cultures?	3. Analyzes substantial connections among worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts, incorporating respectful, meaningful interactions with other cultures.	2. Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating respectful interaction with varied cultures and worldviews.	1. Does not meet level 2. For example: Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective.
Cultural Self-Awareness	How aware is the student of their own cultural rules and biases?	3. Recognizes new perspectives about own cultural rules and biases (e.g., not looking for sameness; comfortable with the complexities that new perspectives offer.)	2. 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.)	1. Does not meet level 2. For example: May show minimal awareness of, or a refusal to acknowledge, own cultural rules and biases.
Knowledge of Cultural Worldview Frameworks	How well does the student understand another culture's values, history, communication styles, beliefs, and/or practices?	3. 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.	2. 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.	1. Does not meet level 2. For example: Demonstrates surface or 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.
Perspective Taking	Does the student evaluate subjects through the lenses of multiple perspectives, whether those differing perspectives are cultural, disciplinary, or ethical?	3. When investigating subjects within natural and human systems, evaluates subjects through multiple perspectives (such as cultural, disciplinary, and ethical).	2. Accurately identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.	1. Does not meet level 2. For example: Shows awareness of multiple perspectives, but misunderstands or inaccurately portrays one.
Understanding Social Systems	How effectively does the student analyze the major elements of social systems, including their interconnections and impacts?	3. Analyzes major elements of social systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose solutions to complex problems in the human and natural worlds.	2. Examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on social systems within the human and the natural worlds.	1. Does not meet level 2. For example: May identify the basic role of some social institutions while failing to explore their effects.
Use Multiple Perspectives in Problem Solving	Does the student draw on multiple disciplinary perspectives to propose solutions to problems?	3. Plans and evaluates more complex solutions to social challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical, and scientific).	2. Formulates practical yet elementary solutions to social challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).	1. Does not meet level 2. For example: Only considers one disciplinary perspective.
Responsible Action	Does the student identify a range of responsible interventions into global systems, based on an evaluation of their consequences?	3. Evaluates the ethical, social, and environmental consequences of global systems and identifies a range of responsible interventions in the interest of personal and civic responsibility.	2. Explains, as appropriate, the ethical, social, and environmental consequences of local and national decisions on social systems.	1. Does not meet level 2. For example: In explaining consequences of decisions that have social impact, neglects the environmental dimension even though it would be applicable.
Social Identity and Commitment	Does the student provide evidence of authentic experiences and activities related to social issues and described how those activities developed their sense of social identity and commitment to social issues?	3. Provides evidence of experience in activities related to social issues and describes what she/he has learned about her or himself as it relates to a growing sense of social identity and commitment.	2. Evidence suggests involvement in activities related to social issues is generated from expectations or course requirements rather than from a sense of social identity.	1. Does not meet level 2. For example: Provides little evidence of her/his experience in activities related to social issues and does not connect experiences to social identity.
Asks and Pursues Questions about Cultures	Does the student develop questions about other cultures and seek out answers?	3. Asks deeper questions about other cultures and seeks out answers to these questions.	2. Asks multiple simple or surface questions about other cultures.	1. Does not meet level 2. For example: Expresses minimal interest in learning more about other cultures, possibly asking just one token question.
Interprets Intercultural Experiences with Empathy	Does the student interpret intercultural experiences from more than one worldview?	3. Interprets intercultural experience from the perspectives of more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	2. Identifies components of other cultural perspectives but responds in all situations with own worldview.	1. Does not meet level 2. For example: Views the experience of others through own cultural worldview.
Evaluates Social Impacts of Local Actions	How well does the student evaluate the influence of their own and others' actions on the natural and human world?	3. Credibly evaluates the social impact of one's own and others' specific local actions on the natural and human world.	2. Effectively analyzes ways that human actions influence the natural and human world.	1. Does not meet level 2. For example: Can report what others have said about the connections between an individual's personal decision-making and certain social issues, but struggles to analyze those connections independently.

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Comprehension	Does the student communicate a rich understanding of a text, either by going beyond explicit messages to draw plausible inferences from clues within the text, or else by recognizing the nuances of a challenging or specialized text?	3. Draws complex and persuasive inferences about a source's message and its author's attitude, beyond that author's explicit message. May draw for evidence on the text itself, general background knowledge, and/or specific knowledge of the author's context.	2. Demonstrates basic understanding by drawing plausible inferences about context and purpose of source material. May evaluate how textual features (e.g., sentence and paragraph structure or tone) contribute to the author's message.	1. Does not meet level 2. For example: The student's understanding of sources may be impossible to assess due to overreliance on quotation without discussion or context.
Audience-Appropriate Approach & Structure	Does the student follow conventions and employ organizational structures appropriate for the genre of work being attempted and the audience in question?	3. The work skillfully employs conventions and organizational schemes appropriate to the genre and audience, though it may innovate in clearly communicated ways to solve challenges specific to the issues or problem being addressed.	2. The work generally follows conventions and organizational schemes appropriate to genre and audience.	1. Does not meet level 2. For example: The artifact might leave out the Works Cited/Reference list even though such a feature would be expected by audiences for that genre or type of work.