

**Responsibilities of Community Membership Rubric**

<b>CRITERIA *</b>	<b>1<sup>st</sup> Year Criteria Description**</b>	<b>2<sup>nd</sup> Year Criteria Description**</b>	<b>3<sup>rd</sup> Year Criteria Description**</b>	<b>4<sup>th</sup> Year Criteria Description**</b>	<b>NA/No Evidence</b>
<b>Civic Literacy</b>	Student can define and identify knowledge (facts, theories, etc.) of civic contexts, structures and systems.	Student can connect knowledge of civic contexts, structures and systems to one's own academic study/field/discipline.	Student can analyze knowledge of civic contexts, structures and systems by making relevant connections to one's own academic study/field/ discipline.	Student can analyze knowledge of civic contexts, structures and systems within one's own academic study/field/discipline and beyond (multidisciplinary).	
<b>Analysis of Civic Knowledge and Engagement</b>	Student can identify knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline that is relevant to civic engagement to one's own participation in civic life, politics, and government.	Student can connect knowledge from one's own academic study/ field/discipline to civic engagement to one's own participation in civic life, politics, and government and begins to reflect upon one's actions.	Student is able to analyze knowledge (facts, theories, etc.) from one's own academic study/ field/discipline making relevant connections to civic engagement to one's own participation in civic life, politics, and government.	Student is able to connect and extend knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline to civic engagement to one's own participation in civic life, politics, and government.	
<b>Civic Identity and Commitment</b>	Student can identify the presence of civic identity and commitment in others, and is able to identify civic engagement activities that might help form one's sense of civic identity.	Student can identify external expectations for involvement in civic-engagement activities are from external sources (e.g., parents, faith, clubs, and course requirements) and how participation in them might benefit self or community.	Student provides evidence of commitment to civic-engagement activities and describes through reflection what she/ he has learned about her or himself as it relates to a growing sense of civic identity and commitment to public action.	Student provides evidence through insightful reflection 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.	
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<b>Ethical Self-Awareness and Issue Recognition</b>	Student can recognize basic and obvious primary ethical issues and is able to identify all relevant facts of the ethical dilemma.	Student can recognize basic and obvious primary ethical issues, as well as secondary and implicit issues, and is able to identify all relevant facts of the ethical dilemma.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross- relationships among the issues.	
<b>Evaluation of Ethical Behaviors and Actions</b>	Student can identify who was or should be responsible for each ethical behavior or action within a given situation.	Student can identify who was or should be responsible for each of the ethical behaviors and actions in a situation as well identify the impacts of the behaviors and actions on the individuals and the community.	When student reflect upon and critique their own ethical behaviors and actions, they accept full responsibility for personal actions and articulate their impact on self and community.	When a student reflects upon and critiques one's own ethical behaviors and actions, he/she accepts full responsibility for personal actions and articulates their impact on self and community, as well as articulates clear lessons from the experiences.	
<b>Application of Ethical Perspectives/Concepts</b>	Student can identify various ethical perspectives and concepts.	Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting).	Student can accurately apply ethical perspectives/concepts to an ethical question in a new example as well as to be able to at least partially consider the specific implications of the application on self and community.	Student can accurately apply ethical perspectives/concepts to an ethical question in a new example and is able to fully consider the specific implications of the application self and community..	