



Association
of American
Colleges and
Universities

FALL 2008 VALUE INTERCULTURAL KNOWLEDGE AND COMPETENCE METARUBRIC DRAFT FOR PUBLIC RELEASE

This rubric is the first step in a rubric development process that will produce additional drafts, each responsive to the feedback received. Feedback deadline is February 15, 2009. The next draft of this rubric will be available in May 2009. For more information or to give feedback, please email Wende Morgaine at wendemm@gmail.com. Thank you!

Evaluators are encouraged to assign a zero to any performance that doesn't meet level one performance.

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Knowledge <i>Cultural self-awareness</i>	Consistently demonstrates openness in gaining new insights into ones own cultural context or norms; how their experiences have shaped these norms; and how to recognize and respond to cultural biases; resulting in a shift in self-description	Frequently demonstrates openness in gaining new perspectives about their own cultural norms or contexts. Comfortable with the complexities that new perspectives offer; not looking for sameness; frequently resulting in a shift in self-description	Able to identify own cultural norms with a strong bias/preference for those norms shared with their own cultural groups and to seeking the same in others; sometimes resulting in a shift in self-description	Unaware of own cultural norms or contexts or uncomfortable with the explication of possible cultural differences with others; rarely resulting in a shift in self-description
Knowledge <i>Knowledge of cultural world view frameworks through comparison and contrast</i>	Demonstrates a fully developed understanding of how to analyze salient identities, and power by comparing and contrasting (from cultural, historical, political, economic, structural, and other perspectives). Consistently uses cultural world view frameworks and theoretical constructs for analysis without stereotyping; Consistently applies fully developed knowledge of salient identities to intergroup relations, and other social situations	Demonstrates an adequately developed understanding of how to analyze salient identities, and power asymmetry by comparing and contrasting (from cultural, historical, political, economic, structural, and other perspectives). Sometimes uses cultural world view frameworks and theoretical constructs for analysis without stereotyping; Sometimes applies fully developed knowledge of salient identities to intergroup relations, and other social situations	Demonstrates a partially developed understanding of how to analyze salient identities, and power by comparing and contrasting (from cultural, historical, political, economic, structural, and other perspectives). Demonstrates understanding of both that cultural world view frameworks exist and of theoretical constructs for understanding culture with occasional over-generalizing; has understanding of definitions of culture, salient identities and the impact on intergroup relations.	Demonstrates a limited understanding of how to analyze salient identities, and power by comparing and contrasting (limited to cultural, historical, political, economic, or structural perspectives). Unaware that cultural world view frameworks exist and resists theoretical constructs for understanding culture; confused about the definitions of culture, and salient identity and the impact on intergroup relations.
Skills <i>Empathy</i>	Consistently interprets intercultural experience from the perspectives of both own and other's world views; develops appropriate responses in interactions requiring adaptation or cultural synthesis	Demonstrates recognition of both cognitive and affective dimensions of other cultural perspectives; develops limited responses that attempt to address both own and other's world views	Demonstrates knowledge of basic components of other cultural perspectives with responses predicated on own cultural world view	Consistently views the experience of others through own cultural world view
Skills <i>Ability to gather appropriate information</i>	Demonstrates a broad and highly varied information source base including interacting with others with a fully developed awareness of the implicit and explicit assumptions of the information, sources, and cultures.	Demonstrates an adequate and varied information source base including interacting with others, with an adequately developed awareness of the implicit and explicit assumptions of the information, sources, and cultures.	Demonstrates a limited information source base including interacting with others, with a partially developed awareness of the implicit or explicit assumptions of the information, sources, and cultures, but not all three.	Demonstrates a basic information source base including interacting with others, with a lack of awareness of the implicit and explicit assumptions of the information, sources, and cultures.
Attitudes <i>Curiosity with cognitive flexibility</i>	Consistently explores intercultural issues in depth; makes observations that reflect an understanding of the complexity of cultural issues, demonstrative flexibility in shifting cultural frames	Frequently explores intercultural issues. Often makes observations that reflect an understanding of the complexity of cultural issues, demonstrating instances of cultural frame shifting	Explores intercultural issues seeking similarity between differing cultural contexts. Demonstrates a discomfort with cultural complexity and frame shifting.	Rarely interested in exploring intercultural issues. Demonstrates resistance in cultural frame shifting.
Attitudes <i>Tolerance of ambiguity</i>	Demonstrates consistent ability to complete intercultural tasks with general instructions in spite of articulated discomfort and uncertainty. Consistently open to entering unknown intercultural interactions.	Demonstrates frequent ability to complete intercultural tasks with general instructions in spite of articulated discomfort and uncertainty. Frequently open to entering unknown intercultural interactions.	Sometimes able to complete intercultural tasks with general instructions in spite of articulated or non-verbal discomfort and uncertainty. Sometimes open to entering unknown intercultural interactions.	Seldom able to complete intercultural tasks with general instructions. May or may not articulate or show non-verbal discomfort or uncertainty. Seldom open to entering unknown intercultural interactions. Avoids risk.