

Engaged Citizen Assessment Rubric, v. 1; March 2013

Criteria	Rating=4 (Excellent)	Rating=3 (Satisfactory)	Rating=2 (Marginal)	Rating=1 (Unsatisfactory)	Score
Diversity of Interest & Perspectives --Does the student evaluate the mix of diverse values and interests that influence democratic decision-making?	Evaluates and reflects on how diverse interests and perspectives influences the democratic process. Promotes own and others' engagement with diverse perspectives.	Recognizes different interests and perspectives in the democratic process. Exhibits curiosity about what can be learned from diverse interests and perspectives.	Limited recognition of different interests and perspectives. Exhibits little curiosity about diverse interests and perspectives.	Defines different interests and perspectives in the democratic process as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of interests and perspectives.	
Analysis of Knowledge --Does the student illustrate the skills, knowledge, or dispositions that can support being an active steward for the common good?	Connects and extends skills, knowledge, or dispositions from one's own academic study/field/discipline to civic engagement and towards the common good.	Analyzes skills, knowledge, or dispositions from one's own academic study/field/discipline to civic engagement and towards the common good.	Begins to connect skills, knowledge, or dispositions from one's own academic study/field/discipline to civic engagement and towards the common good.	Begins to identify skills, knowledge, or dispositions from one's own academic study/field/discipline to civic engagement and towards the common good.	
Civic Identity and Commitment --Does the student critically reflect on the social, economic, or political issues that s/he will face as a citizen?	Evaluates and reflects on how social, economic, or political issues influence civic engagement.	Identifies the social, economic, or political issues that influence civic engagement.	Limited recognition of the social, economic, or political issues that influence civic engagement.	Defines individual sense of civic engagement, with little connection to social, economic, or political issues.	
Civic Participation --Does the student demonstrate democratic practices or public engagement through participatory activities organized in the classroom and /or in the community?	Evaluates and reflects on own experience in civic engagement activities and describes what s/he has learned about her or himself as it relates to a growing sense of civic identity and commitment to public action.	Synthesizes own experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Begins to interpret own involvement in civic-engagement activities, though seems to be generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic engagement activities and does not connect experiences to civic identity.	

Total Score

Comments:

Key questions for Engaged Citizen dialogue

- 1 What did you learn?
- 2 How does what you learned apply outside of this project?
- 3 How do you see yourself or others using this information in the future?
- 4 Has participation in this project changed your view of an issue, or your role in response to an issue?
- 5 Do you feel empowered to influence change as a result of your work on this project?
- 6 What different perspectives did you encounter while working on this project?
- 7 What surprised you about these perspectives?
- 8 What conclusions did you reach as a result of your work?
- 9 Why might someone else disagree with your conclusions?
- 10 How do you think others in your group might respond differently to some of these questions?