**SAMPLE**

**Rubric for Civic-Minded Graduate Narrative—DRAFT**

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|  | N/A | Not Present | 1—Novice | 2 | 3—Apprentice | 4 | 5—Proficient | 6 | 7--Distinguished |
| Self-Identity; Civic Identity  (includes self-reflection on responsibility and personal commitment to service |  |  | \* Simply restates the prompt  \* “Not my responsibility and I have no commitment to service”  \* Limited evidence of personal examination |  | \* Expectation for involvement comes from external source or authority (e.g., faith, parents, teacher, clubs)  \* Commitment to service is based on compliance to external norms  \* States socially desirable position with little or no personal examination  \* States that “I can/will/want to make a difference” without elaboration on complexities |  | \* Commitment to service is derived from personal experience  \* Examines personal values and motivations to make a difference in society  \* Wrestles with difference between responsibility and personal commitment to service  \* Identifies personal frustrations, limits, barriers in addressing social issues and serving others |  | \* Personal values clearly align with civic actions  \* Commitment to service is well-integrated into his/her self-identity  \* Demonstrates strong commitment to continued service involvement in their future  \* Endorses the responsibilities and active role of citizens in society  \* Describes optimistic yet realistic assessment of the personal impact they can have on social issues  \* Integration of personal abilities and limitations to address social issues and to serve others |
| Understanding How Social Issues Are Addressed in Society |  |  | \* Simply restates the prompt  \* Little or no mention of social issues  \* Society is described as an external entity, totally separate from self  \*No mention of stakeholders# |  | \* Demonstrates awareness of social issues (e.g., lists or describes social problem)  \*Mentions stakeholders# that address social issues  \* States own opinion on a social issue(s) |  | \* Recognizes alternative roles and perspectives of stakeholders# in addressing social issues  \*Recognizes legitimacy of alternative opinions on social issues  \*Recognizes public policy as a means to address social issues  \*Articulates system causes and solutions for social issues |  | \* In-depth or complex understanding of stakeholders#  in society and how they work together across differences to address social issues  \*In-depth or complex understanding of social issues, interrelationships among problems and solutions  \*Analyzes interrelationship between local, national and global issues  \*Works within the realistic context that social change occurs over time.  \*Values community voice in addressing social issues |

**#--Stakeholders** may include nonprofit organizations, government agencies, student clubs, community organizations, grassroots initiatives, community residents, and those who are impacted directly by a social issue.

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|  | N/A | Not Present | 1—Novice | 2 | 3—Apprentice | 4 | 5—Proficient | 6 | 7--Distinguished |
| Active Participant in Society to Address Social Issues |  |  | \*Little or no mention of involvement in the community or in serving others. |  | \* Describes some involvement in the community through occasional or periodic service activity  \* Describes previous service experience  \*Identifies ways to take individual action (e.g., tutoring, cleaning environment) |  | \*Demonstrates frequent involvement through their direct service, projects, or advocacy efforts  \*Ability to recruit others to address social issues or participate in group activities.  \*Personal involvement in a variety of service activities & interactions in the community |  | \*Demonstrates sustained involvement over time through their direct service, projects, or advocacy efforts  \*Personal involvement in a variety of service activities has led to more depth of engagement.  \*Generates new ideas and is a catalyst for change  \*Ability to convene or lead others in addressing social issues or participating in group activities |
| Collaboration with Others Across Difference  (includes diversity, interconnectedness, mutuality, and respect) |  |  | \* Simply restates the prompt  \* Includes only “I” statements  \* “Me-ness” (orientation toward self, little or no mention of others)  \* Little or no mention of difference or diversity |  | \*Awareness of being a “piece of a puzzle,” part of a whole  \* Describes the importance of collaboration, or gives examples of experiences with teamwork or group work  \* Confidence to state own opinions in groups  \*Mentions difference as “me” helping “them” |  | \* Values diverse opinions or ideas in decision-making with others  \* Describes give-and-take in collaboration  \* Recognizes importance of listening skills to gain perspective of others  \* Expresses comfort in working with people of different backgrounds  \* Describes personal growth through interaction with others |  | \*Demonstrates an understanding of mutuality or reciprocity with others  \* Describes the need for consensus-building to address a social issue  \* “We-ness” (sees and describes self in relationship with society/community)  \*Ability to express own perspective while valuing others’ opinions  \*Values cultural diversity and how it enhances society |
| Benefit of Education to Address Social Issues |  |  | \* Simply restates the prompt  \* Little or no mention of knowledge and skills gained through education or experiences as a college student |  | \* Lists relevant educational or other experiences as a college student without connecting them to social issues or serving others (e.g., class content, service learning class)  \* Identifies knowledge or skills they have without connecting to social issues or serving others  \*Describes the personal benefit of their education |  | \* Links the purpose of education to social issues or to serving others  \* Identifies personal knowledge and skills to make a difference in society  \* Describes education as a privilege or opportunity |  | \* Intentional choice of major or career path to improve society or to serve others  \* Understands how their personal knowledge and skills connect to addressing social issues and serving others  \* Describes education as a privilege/opportunity that places an added responsibility to act on behalf of others (societal benefit) |