**SAMPLE**

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

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 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.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 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) |