

C&I 2 Core Assessment Rubric
(December 2017)

Objective	Highly proficient - 4	Proficient - 3	Approaching proficiency - 2	Not proficient - 1
2.1 Make connections between the cultures and objects, texts, ideas, issues, and/or events examined.	Evidence presented reveals insightful patterns, differences, or similarities related to cultures and the objects, texts, ideas, issues, and/or events examined.	Evidence presented reveals relevant patterns, differences, or similarities, related to cultures and the objects, texts, ideas, issues, and/or events examined.	Some evidence is presented to reveal patterns, differences, or similarities related to cultures and the objects, texts, ideas, issues, and/or events examined, but may not represent particularly meaningful connections.	Limited, poorly organized or inconsistent evidence that does not lead to the identification of patterns, differences, or similarities related to cultures and the objects, texts, ideas, issues, and/or events examined.
2.2 Demonstrate understanding of the complexity and/or larger contexts of the cultures examined.	Provides a sophisticated and nuanced analysis of elements important to members of a culture connected to one or more of the following: history, art, values, politics, communication styles, economy, or beliefs and practices; and/or how cultures (or subcultures) relate to one another.	Provides a clear analysis of elements important to members of a culture connected to one or more of the following: history, art, values, politics, communication styles, economy, or beliefs and practices; and/or how cultures (or subcultures) relate to one another.	Provides a limited analysis important to members of a culture connected to one or more of the following: history, art, values, politics, communication styles, economy, or beliefs and practices; and/or how cultures (or subcultures) relate to one another.	Provides a description, but no real analysis, of cultural elements related to one or more of the following: history, art, values, politics, communication styles, economy, or beliefs and practices; and/or how cultures (or subcultures) relate to one another.
2.3 Question and/or evaluate the effects cultural understanding has on the interpretation of the objects, texts, ideas, and/or events.	Provides a comprehensive and well-reasoned critical analysis or evaluation about the effects of cultural understanding on the interpretation of objects, texts, ideas, and/or events.	Provides a coherent analysis or evaluation about the effects of cultural understanding on the interpretation of objects, texts, ideas, and/or events.	Provides a limited analysis about the effects of cultural understanding on the interpretation of objects, texts, ideas, and/or events, but may have gaps or overgeneralizations, or areas that are underdeveloped.	Provides some description about the effects of cultural understanding on the interpretation of objects, texts, ideas, and/or events, with little or no analysis. Work may contain notable inaccuracies about culture or the objects, texts, ideas, and/or events.
2.4 Examine and analyze both shared and diverse human experiences across cultures and historical periods, demonstrating awareness of their relevance to students' own world view, cultural assumptions, and values.	Provides a sophisticated analysis of similarities and differences of multiple cultures/worldviews. Analysis gives thoughtful attention to the historical factors that shape those cultural experiences and their relevance for the present day, and the student's own world view, cultural assumptions, and values.	Provides a coherent analysis of similarities and differences of multiple cultures/worldviews. Analysis conveys an understanding of historical factors that shape those cultural experiences and their relevance for the present day, and the student's own world view, cultural assumptions, and values.	Provides a limited analysis of similarities and differences of multiple cultures/worldviews that may reflect more surface-level aspects of the culture. Limited attention to the historical factors that shape cultural experiences and their relevance for the present day, and student's own world view, cultural assumptions, and values.	Provides a superficial description of similarities and differences of multiple cultures/worldviews. No clear presentation of historical factors that shape cultural experiences and their relevance for the present day, nor the student's own world view, cultural assumptions, and values.