Diversity Core Assessment Rubric
(June 14, 2016)

Objective	Highly proficient - 4	Proficient - 3	Approaching proficiency - 2	Not proficient - 1
1.1 Describe examples of diverse human experiences, identities, and cultures in the United States.	Significant elements of the cultural experience are described clearly and comprehensively.	Significant elements of the cultural experience are described clearly.	Significant elements of the cultural experience are provided, but description leaves some components undefined, ambiguous, or unexplored.	Elements of the cultural experience are identified, but with little elaboration or may include serious gaps.
1.2 Identify and discuss paradigms that lead to inequity and injustice. (Perspective, Social Justice)	Provides a developed and insightful analysis of relevant structures and/or processes that lead to inequity and injustices for relevant groups.	Identifies and provides some analysis of relevant structures and/or processes that lead to inequity and injustices for relevant groups. *Coding note: Analysis is reasonable, but may not be extensively developed*	Identifies but provides minimal analysis of relevant structures and/or processes that lead to inequity and injustices for relevant groups. *Coding note: Analysis could be very limited or inconsistently applied.*	Names structures and/or processes that lead to inequity and injustice. The response does not indicate an understanding of structural conditions/processes and their impact. *Coding note: Also use a "1" if the structure or process does not seem relevant to the diversity learning objectives.*
1.3 Examine diversity as constituted through intersections of social categories such as race, gender, ethnicity, nationality, age, language, citizenship, religion, class, sexual orientation, physical ability, and so on.	Demonstrates a nuanced understanding of intersections between social categories; can explain the relevance of and implications resulting from this intersectionality.	Demonstrates a basic, but well-grounded, understanding of intersections between social categories; can identify reasonable implications resulting from this intersectionality.	Demonstrates a limited understanding of the intersections between social categories that may rely too heavily on broad generalizations or not describe the importance or implications of the intersectionality.	May identify an intersection between social categories, but does not elaborate on the meaning or implications or of this, or explanations may have fundamental inaccuracies.
1.4 Analyze differences in power and privilege related to race, gender, ethnicity, nationality, age, language, citizenship, religion, class, sexual orientation, or physical ability.	Provides a meaningful and insightful analysis of differences in access to social, economic, political, or other resources associated with power and can explain how these are aligned with listed social categories	Provides a coherent analysis of differences in access to social, economic, political, or other resources associated with power and can explain how these are aligned with listed social categories.	Provides a partial or superficial analysis of differences in access to social, economic, political, or other resources associated with power aligned with listed social categories.	Can identify a difference in access to social, economic, political, or other resources associated with power aligned with listed social categories, but does not provide an analysis of this or the explanation given contains significant inaccuracies or limitations.