**Cal State LA Civic Engagement Rubric** *Spring 2019, Based on the AAC&U Civic Engagement VALUE Rubric*

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|  | **Capstone Proficiency (4)** | **Proficient (3)** | **Approaching Proficiency (2)** | **Not Proficient (1)** | **No Evidence (0)** |
| **Diversity of Communities and Cultures** | Demonstrates evidence of **adjustment in own attitudes and beliefs** because of working within and learning from diversity of communities and cultures. **Promotes others'** engagement with diversity. | **Reflects on how own attitudes and beliefs are different** from those of other cultures and communities. **Exhibits curiosity** about what can be learned from diversity of communities and cultures. | Has **awareness that own attitudes and beliefs are different** from those of other cultures and communities. Exhibits **little curiosity** about what can be learned or shows some **curiosity but has little clarity** about how own attitudes/beliefs are different. | Expresses attitudes and beliefs as an individual, from a **one-sided view**. Is **indifferent or resistant** to what can be learned from diversity of communities and cultures. | **No acknowledgement of diversity in attitudes and beliefs.** |
| **Analysis of Knowledge** | **Connects and extends knowledge** (facts, theories, etc.) from one's own academic study/ field/ discipline to civic engagement and to one's own participation in civic life, politics, and government. **Shows depth in connection of knowledge to civic participation and/or connects to experiences uses multiple examples.** | **Analyzes knowledge** (facts, theories, etc.) from one's own academic study/ field/ discipline **making relevant connections to civic engagement and/or to one's own participation** in civic life, politics, and government. | **Begins to connect knowledge** (facts, theories, etc.) from one's own academic  study/ field/ discipline to civic engagement and**/or** to one's own participation in civic life, politics, and government. | **Begins to identify knowledge** (facts, theories, etc.) from one's own academic study/ field/ discipline that is relevant to civic engagement and**/or** to one's own participation in civic life, politics, and government. | **No references to academic knowledge or course content.** |
| **Civic Identity and Commitment** | Provides evidence of experience in civic-engagement activities and describes what she/ he has learned about self as it relates to a **clarified sense of identity and continued commitment to public action**. | Provides evidence of 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. | Evidence suggests involvemnt in civic- engage. activities is **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**. | **No participation in civic-engagement activities, only academic content presented** |
| **Civic Communication** | **Tailors communication** strategies to effectively **express, listen, and adapt** to others to establish relationships to further civic action | Effectively communicates in civic context, **showing ability to do all of the following: express, listen, and adapt** ideas and messages based on others' perspectives. | Communicates in civic context, showing **ability to do more than one** of the following: **express, listen, and adapt** ideas and messages based on others' perspectives. | Communicates in civic context, showing **ability to do** **one of the following**: **express, listen, and adapt ideas and messages** based on others' perspectives. | **No evidence of engagement with civic-contexts in order to demonstrate communication.** |
| **Civic Action and Reflection** | Demonstrates independent experience, ***shows initiative in team leadership***of complex or multiple civic engage. activities, accompanied by reflective insights or analysis about the aims and accomplishments of one’s actions. | Demonstrates **independent experience and *team leadership of* civic action**, with reflective insights about the aims and effects of actions. **Shows independence, initiative consistent with attributes of a leader.** | Has clearly ***participated***in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities. | Has ***experimented* with some civic activitie**s but shows little internalized understanding of their aims or effects and little commitment to future action. | **No engagement in civic-engagement activities, only academic content presented** |
| **Civic Contexts/**  **Structures** | Demonstrates ability and commitment to ***collaboratively work across and within***community contexts and structures ***to achieve a civic aim*.** | Demonstrates **ability and commitment** to work actively ***within* community contexts and structures *to achieve a civic aim***. | Demonstrates **experience identifying intentional ways** to *participate in* civic contexts and structures | Experiments with civic contexts and structures**, *tries out a few to see what fits.*** | **No engage. in civic contexts or ident. of ways to participate**. |