

Citizenship through Critical Analysis of Events

This cover sheet should accompany a single submitted assignment and resulting student work from all students in one course to be assessed with the attached Citizenship through Critical Analysis of Events rubric. The attached rubric and the data generated from student work are solely for program assessment purposes and are not intended for grading students, evaluating courses, or evaluating faculty.

Citizenship Objective

Students will articulate the relationships among local, national and global concerns, interests and needs. They will recognize possibilities and opportunities to enact positive change on an individual or group level

Using the Rubric

Preparing graduates for their public lives as citizens, members of communities, and professionals in society has historically been a responsibility of higher education. Yet the outcome of a civic-minded graduate is a complex concept. Citizenship can take many forms, from individual volunteerism to organizational involvement to electoral participation. While citizenship activities for students could include community-based learning through service-learning classes, community-based research, or service within the community, these opportunities may be difficult to assess in all our students. Instead, this rubric is focused on assessing students' abilities to become informed citizens through the critical analysis of human events.

The rubric focuses on five criteria: Explanation of the Event, Evidence used to investigate the event, Student's position on the event, recognition of how Diversity of Communities and Cultures may play a role in human events, and an Analysis of Connections to the student's own potential Civic Engagement. In the spaces below, please provide your name or department name, the name of the assignment (attach a copy as well) and other information, including your own evaluation of which of the criteria are specifically taught in the course, addressed in the assignment prompt and which can be effectively assessed from the student work. The purpose of this information is to avoid incorrectly scoring student work as deficient when an element of the rubric is lacking because the students were not aware they needed to address that criterion. In some cases they should be aware because the criterion was taught as part of course instruction and in other cases because the assignment prompt mentions the criteria. Please indicate yes or no for each of these boxes and then make a final yes/no judgment on whether scorers should assess this criterion.

Faculty member or department name _____

Course Number _____ Course Name _____

Assignment name _____ Number of students in course _____

Date _____ % of grade covered by assignment < 3% 3-5% 6-10% 11-20% > 20%

Citizenship Criteria: See rubric on back for details	This criterion is . . .		
	Taught as part of course instruction	Addressed in the assignment prompt	Appropriate to be assessed
Explanation of Event			
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>			
Student's position (perspective, thesis/hypothesis)			
Diversity of Communities and Cultures			
Connections to Civic Engagement			

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	Proficient 3	Sufficient 2	Deficient 1
Explanation of Event	Event to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Event to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions or inaccuracies.	Event to be considered critically is stated without clarification or description or with serious inaccuracies.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question or are misinterpreted.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue including the interaction of multiple complementary and conflicting influences on human events. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue including the interaction of some conflicting or complementary influences on human events. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious, failing to take into account the interaction of conflicting or complementary influences on human events.
Diversity of Communities and Cultures	Reflects on how own attitudes and beliefs are different from those of other people, cultures and communities. Exhibits curiosity about and understanding of what can be learned from diversity of other people's perspectives, communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about or understanding of what can be learned from other people's perspectives and/or the diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from other people's perspectives and/or the diversity of communities and cultures.
Connections to Civic Engagement	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Acknowledges the potential to connect 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.	Fails to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.