

Social Responsibility Rubric

Students understand the rights, responsibilities and privileges necessary to become informed participating community members.

A. Demonstrates involvement with stakeholders in the community.

Behavior Absent	Behavior Emerging	Behavior Developing	Behavior Present
Student demonstrates no awareness of the importance of community involvement and does not participate in community collaboration.	Student demonstrates limited awareness of the importance of community involvement and infrequently participates in community collaboration.	Student demonstrates moderate understanding of the importance of community involvement and occasionally participates in community collaboration. Sees collaboration as a means to achieve desired community goals.	Student demonstrates thorough understanding of the importance of community involvement and regularly participates in community collaboration. Sees collaboration as a means to achieve desired community goals.
0	1 / 2	3 / 4	5

B. Considers social, economic, physical, and cultural diversity in the community.

Behavior Absent	Behavior Emerging	Behavior Developing	Behavior Present
Student is unaware or unaccepting of diverse cultures, belief systems, and/or perspectives. Student lacks interest in understanding the perspectives, existences of persons beyond own group. Student sees little value in persons outside own group. Student uncritically uses stereotypes about another.	Student infrequently distinguishes between and examines other cultures, belief systems and/or perspectives. Student infrequently demonstrates awareness of viewpoints other than their own. Student infrequently sees connections between own systems and those of others. Student is becoming aware of personal stereotypes and biases.	Student occasionally seeks opportunities to learn about other cultures, belief systems and/or perspectives. Student occasionally demonstrates involvement with people different from self. Student occasionally articulates the impact of a diverse society. Student occasionally critiques stereotypes and biases.	Student regularly seeks opportunities to learn about other cultures, belief systems and / or perspectives. Student regularly demonstrates involvement with people different from self. Student regularly articulates the impact of a diverse society. Student regularly Critiques stereotypes and biases.
0	1 / 2	3 / 4	5

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C. Student considers behavioral norms in social interaction.

Behavior Absent	Behavior Emerging	Behavior Developing	Behavior Present
<p>Student lacks awareness of behavioral norms and policies of his/her community.</p> <p>Lacks interest in making decisions based on ethical and moral reasoning.</p> <p>Ignores evidence of injustice and discrimination.</p>	<p>Student infrequently recognizes behavioral norms and policies of his/her community as it impacts personal choices.</p> <p>Sees limited value in making decisions based on ethical and moral reasoning.</p> <p>Infrequently recognizes lapses in social justice and obvious discrimination.</p>	<p>Student regularly critiques and applies the appropriate behavioral norms and policies of his/her community assessing and modifying behavior to ensure fairness and respect to others.</p> <p>Regularly demonstrates ability to make decisions based on ethical and moral reasoning.</p> <p>Regularly recognizes and reacts to injustice and discrimination.</p>	<p>Always critiques and applies the appropriate behavioral norms and policies of his/her community assessing and modifying behavior to ensure fairness and respect to others.</p> <p>Always demonstrates ability to make decisions based on ethical and moral reasoning.</p> <p>Always recognizes and reacts to injustice and discrimination.</p>
0	1 / 2	3 / 4	5

D. Student considers social and civic engagement.

Behavior Absent	Behavior Emerging	Behavior Developing	Behavior Present
<p>Student does not consider opinions of others or impact of personal choices on others in their decision-making process.</p> <p>Ignores the notion that s/he belongs to a community with community needs.</p> <p>Sees no value in service learning experiences.</p> <p>Sees no connection between social change and the democratic process.</p>	<p>Student demonstrates limited consideration of the opinions of the others or the impact of personal choices on others in their decision-making process.</p> <p>Demonstrates limited awareness of the notion that s/he belongs to a community with community needs.</p> <p>Sees limited value in service learning experiences.</p> <p>Sees limited connection between social change and the democratic process.</p>	<p>While certain of personal assumptions, student regularly acknowledges differing opinions and possible impact of personal choices on others in their decision-making process.</p> <p>Regularly recognizes that as a member of a community, its overall needs deserve consideration.</p> <p>Participates in service learning opportunities when it is a course requirement.</p> <p>Regularly connects bringing about social change with the democratic process.</p>	<p>Student always accepts the value of differing assumptions, opinions and life styles while formulating a personal choice.</p> <p>Recognizes and demonstrates thorough awareness of community needs as a major consideration in personal decisions.</p> <p>Seeks occasions to participate in service learning activities.</p> <p>Understands and articulates the relationship between social change and the democratic process.</p>
0	1 / 2	3 / 4	5