

University of South Florida
Foundations of Knowledge and Learning Core Curriculum
Human and Cultural Diversity in a Global Context
Assessment Rubric

Learning Outcome 4: Students will demonstrate an understanding of multiple cultural and biocultural perspectives and the consequences related to lack of this understanding by producing well-developed and clearly articulated arguments					
Learning Outcome 5: Students will demonstrate understanding of the complexity and dynamic nature of local and global processes (e.g., social, political, economic systems) that historically influence and help to define human and institutional behaviors, values, and belief systems.					
Criteria	4 Outstanding	3 Acceptable	2 Developing	1 Unacceptable	Score
Identifies different cultural and/or biocultural perspectives and explain how these perspectives influence how people see, experience, and act on their world.	Describes various (more than two) perspectives, highlights similarities and differences between the perspectives, and uses examples to illustrate how these perspectives influence peoples' beliefs, experiences, and behaviors. Places the different perspective(s) within a broader historical or social context to explore the origin of their similarities and/or differences.	Describes various (more than two) perspectives and provides examples to illustrate how these perspectives influence peoples' beliefs, experiences, and behaviors. For example, shows how the same situation can be viewed, interpreted or experienced differently from different perspectives.	Describes two or more different perspectives. Student attempts to make connection between perspective and beliefs, experiences, and/or behaviors, but connection is unclear.	Does not describe more than one perspective and/or does not make a connection between perspective and beliefs, experiences, or behaviors.	
Applies discipline-specific principles and theories to the understanding/analysis of global processes and phenomena.	Student articulates the principles and theories of a discipline as applied to global processes and phenomena, and critically examines and challenges the discipline's assumptions. Student provides and thoroughly analyzes examples of global processes and phenomena in the context of the discipline.	Student articulates the principles and theories of a discipline as applied to global processes and phenomena. Student provides and analyzes examples of global processes and phenomena but does not critically challenge the discipline's assumptions.	Student articulates but is unable to apply the principles and theories of a discipline to global processes and phenomena, and does not analyze them in the context of the discipline.	Student is unable to articulate or apply the principles and theories of a discipline to global processes and phenomena. Student does not provide examples of global processes and phenomena.	
Explains how and why different past and present human groups see, interpret, or experience contemporary global issues differently.	Student articulates and evaluates several social, historical, cultural, and political forces that shape collective attitudes toward global/human issues. Student cites credible sources to support opinions about past and present world cultures. Student critically examines and challenges existing assumptions about collective social and cultural attitudes through multiple specific examples.	Student defines and offers limited evaluation of social, historical, cultural, and political forces that shape collective attitudes toward global/human issues. Student cites credible but limited sources to support opinions about past and present world cultures. Student examines and partially challenges existing assumptions about collective social and cultural attitudes through limited specific examples.	Student defines but does not critically evaluate social, historical, cultural, and political forces that shape collective attitudes toward global/human issues. Student cites insufficient sources to support opinions about past and present world cultures. Student defines but does not challenge existing assumptions about collective social and cultural attitudes. Student provides few specific examples and instead relies more on generalizations.	Student neither defines nor critically evaluates social, historical, cultural, and political forces that shape collective attitudes toward global/human issues. Student cites no credible sources to support opinions about past and present world cultures. Student neither defines nor challenges existing assumptions about collective social and cultural attitudes, but considers such assumptions as given facts. Student provides no examples and/or relies on generalizations.	
Creates an argument for the value of understanding different/multiple cultural or bio-cultural perspectives.	Student presents a well-developed and clearly articulated argument that demonstrates understanding, and the consequences of not understanding, multiple cultural or biocultural perspectives. Understanding is demonstrated through specific defensible examples and evidence.	Student presents an argument that demonstrates the benefits of understanding different cultural or biocultural perspectives but does not recognize the consequences of not understanding them. Understanding is demonstrated through specific defensible examples and evidence.	Student presents the benefits of understanding different cultural or biocultural perspectives but with inadequate examples and evidence.	Student does not recognize the benefits of understanding different cultural or biocultural perspectives.	