

NEIU Human Diversity Rubric* (updated: 11/13/06)

Quality Criteria	No/Limited Proficiency	Some Proficiency	Proficiency	High Proficiency
1. Understand the historical development of and the changing meanings of group identities in diverse contexts and cultures	Inaccurately or too vaguely describes attributes of a group which claims a unique identity in a particular context.	Describes key attributes of a group which claims a unique identity in a particular context.	Describes the development of a group which claims a unique identity in a particular context.	Describes the development of a group which claims a unique identity in a particular context, and traces the changes in the meaning of that group's identity.
2. Demonstrate an awareness of the individual, institutional, and broader social-structural dynamics of unequal power relations between groups in contemporary societies	Inaccurately or vaguely identifies an unequal power relationship in a contemporary society.	Identifies an unequal power relationship in a contemporary society, focusing merely on the individual dynamics involved.	Discusses an example of unequal power relations between groups in contemporary societies, focusing on the individual and institutional dynamics involved.	Discusses an example of unequal power relations between groups in contemporary societies, focusing on the individual, institutional, and the broader social-structural dynamics involved.
3. Analyze and evaluate their own attitudes , behaviors, concepts, and beliefs regarding diversity, prejudice, intolerance, and discrimination (e.g. racism, sexism, homophobia, a.o. forms of social inequality).	Vaguely describes his or her own attitudes, behaviors, concepts, and beliefs regarding diversity, prejudice, intolerance, and discrimination.	Describes his or her own attitudes, behaviors, concepts, and beliefs regarding diversity, prejudice, intolerance, and discrimination.	Analyzes few possible contributing elements which have shaped his or her own attitudes, behaviors, concepts, and beliefs regarding diversity, prejudice, intolerance, and discrimination.	Analyzes and evaluates many possible contributing elements which have shaped his or her own attitudes, behaviors, concepts, and beliefs regarding diversity, prejudice, intolerance, and discrimination.
4. Describe and discuss the experience & contributions of the many groups that have shaped specific societies and cultures, in particular those groups which have suffered discrimination and exclusion.	Inaccurately or vaguely describes the experience and contributions of one group, which has been or currently is suffering from discrimination and exclusion.	Describes the experience and contributions of one group, which has been or currently is suffering from discrimination and exclusion.	Describes the experience and contributions of at least two groups, both of which have been or currently are suffering from discrimination and exclusion.	Describes the experience and contributions of at least two groups, both of which have been or currently are suffering from discrimination and exclusion, and then compares those experiences and contributions to a group which has not suffered discrimination and exclusion.
5. Demonstrate knowledge about intercultural communication skills necessary for living and working effectively in a society with great population diversity.	Demonstrates little knowledge about specific cultural beliefs, values, and sensibilities that might affect the way people communicate with each other.	Demonstrates basic knowledge about specific cultural beliefs, values, and sensibilities that might affect the way people communicate with each other.	Demonstrates extensive knowledge about specific cultural beliefs, values, and sensibilities that might affect the way people communicate with each other within their group.	Demonstrates extensive knowledge about specific cultural beliefs, values, and sensibilities of at least two groups and how these beliefs, values, and sensibilities might affect the way people communicate with each other within and across groups.

* Adapted from Minnesota State University-Mankato's *Human Diversity Rubric*