

UNCW Diversity Rubric

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

| | Benchmark 1 | Milestone 2 | Milestone 3 | Capstone 4 | Score |
|---|---|--|---|--|-------|
| Knowledge of Human Diversity | | | | | |
| DV1 Factual knowledge (LDN1) | Uses some terminology surrounding diversity, but identifies few, if any, of the basic elements of an issue or theme regarding human diversity. | Identifies some of the basic elements of an issue or theme regarding human diversity. Description is incomplete or contains some inaccuracies or misconceptions. | Accurately explains the major elements of an issue or theme regarding human diversity. | Provides a comprehensive, detailed, and accurate discussion of an issue or theme regarding human diversity. | |
| DV2 Knowledge of diverse perspectives and their roots (LDN3) | Identifies some elements of the perspectives of a specific social group or groups, but does not demonstrate an awareness of societal or cultural influences on those perspectives. | Identifies some elements of the perspectives of a specific social group or groups and provides some explanation of how culture and society influenced (and continue to influence) those perspectives. | Explains the important aspects of the perspectives of a specific social group or groups and discusses how culture and society influenced (and continue to influence) those perspectives. | Discusses in detail the perspectives of a specific social group or groups and comprehensively examines how culture and society influenced (and continue to influence) those perspectives. | |
| Thinking Critically about Human Diversity | | | | | |
| <i>This SLO is assessed using the Critical Thinking VALUE Rubric dimensions PLUS the following two dimensions that elicit specific evidence related to human diversity.</i> | | | | | |
| DV3 Examining diversity, history, and culture (LDN 2) | Presents a narrow set of evidence that has been taken as factual without questioning to describe the influence of human diversity on the history and/or present culture of the United States. | Presents evidence that has been taken mainly as factual with little questioning to support a discussion of the influence of human diversity on the history and/or present culture of the United States. | Supplies substantial evidence that is relevant and has undergone some amount of inspection to support the examination of the influence of human diversity on the history and/or present culture of the United States. | Supplies comprehensive evidence that is relevant and thoroughly vetted to support the detailed examination of the influence of human diversity on the history and/or present culture of the United States. | |
| DV4 Evaluating claims and theories about diversity (LDN4) | Attempts to provide evidence that backs up or disputes a claim, argument or theory regarding the interplay between diversity, identity and experience, however evidence is inaccurate or unrelated. | Provides some accurate evidence that backs up or disputes a claim, argument or theory regarding the interplay between diversity, identity and experience. Argument is not complete, and other evidence may be inaccurate or unrelated. | Presents an evidence-based, accurate and substantially complete argument for or against a claim, argument or theory regarding the interplay between diversity, identity and experience. May acknowledge other viewpoint(s). | Presents an evidence-based, accurate and well-thought-out argument for or against a claim, argument or theory regarding the interplay between diversity, identity and experience. Acknowledges competing viewpoint(s). | |

UNCW DIVERSITY RUBRIC**UNCW Learning Goal *Diversity***

Students will describe and examine the importance and implications of human diversity.

Diversity constitutes the knowledge, skills and attitudes necessary to examine the importance and implications of cultural and ethnic human differences. Diversity examines the significance of historical, political, social, racial, ethnic and cultural realities through critical thinking to understand and explain their implications in human endeavors.

University Studies Living in Our Diversity Nation component student learning outcomes:

The student will:

- LDN 1. Describe and explain various themes and issues relevant to the study of human diversity. [Foundational Knowledge, Diversity]
- LDN 2. Analyze and interpret evidence of the influence of human diversity on the history and present culture of the United States. [Information Literacy, Critical Thinking]
- LDN 3. Demonstrate an understanding of social and cultural influences that shape perspectives of various social groups, while considering the consequences of advantage and disadvantage. [Foundational Knowledge, Inquiry, Diversity]
- LDN 4. Evaluate claims, arguments, and theories related to the ways in which diversity has shaped and continues to shape identity and experience in the U. S. [Information Literacy, Critical Thinking, Diversity]