

**RUBRIC FOR GEC GOAL III: CULTURAL DIVERSITY REQUIREMENT
(Domestic Pluralism)**

Definition

Upon successful completion of the domestic pluralism requirement, students should be able to:

- *Explain how one or more categories of diversity (race, ethnicity, national origin, social class, gender, religion, disability, sexual orientation, gender identity) enhance as well as complicate the U.S. experience*
- *Demonstrate awareness of how power, position and privilege affect the history and experiences of different groups and individuals in the U.S.*

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

	Proficient 2	Developing 1
Knowledge of context <i>Demonstrates awareness of how power, position, and privilege affect the history and experiences of different groups and individuals in the U.S.</i>	Accurately identifies and summarizes how different groups in the U.S. (defined by race, ethnicity, national origins, social class, gender, religion, disability, sexual orientation, or gender identity) have been distinctly treated historically or in the contemporary moment. Draws from appropriate sources, analyzes them well, and avoids stereotypes or generalizing comments.	Shows minimal awareness of the role of power and privilege have shaped the U.S. American experience. Acknowledges differences in how different groups of U.S. Americans have been treated historically or in the contemporary moment but shows little discrimination between sources and shows susceptibility to stereotypes or generalizing comments.
Knowledge of effects <i>Explains how one or more categories of diversity (race, ethnicity, national origin, social class, gender, religion, disability, sexual orientation, gender identity) enhance as well as complicate the U.S. experience</i>	Articulates how the history, values, politics, communication styles, economy, or beliefs and practices embodied in one or more categories of diversity (particularly relating to race, ethnicity, national origins, social class, gender, religion, disability, sexual orientation, or gender identity) have contributed both to improving quality of life for U.S. Americans and to creating conflict within the U.S. Demonstrates ability to recognize how differential treatment has affected feelings and experiences of different groups in a diverse environment.	Shows some understanding how elements important to members of an historically-underrepresented groups in the U.S. in relation to its history, values, politics, communication styles, economy, or beliefs and practices contribute to U.S. culture. Shows some recognition of differential treatment of different groups has contributed to how groups respond to diverse environments.