

## Portfolio A Grading Rubric

### Activity 1

#### Leadership Development Opportunities: Foundation Concepts from Stories

Worth 20 points

#### Questions #1 & 2 (20 points)

Assesses

Recognition that key concepts communicated through stories can be associated with diverse workforces and/or exclusive or inclusive workplaces.

Knowledge of core concepts associated with workforce diversity and workplace inclusion is recalled/considered in relation to what is communicated in the short stories.

Critical thought on the key concepts as these key concepts serve as foundation material for personal/professional growth associated with workforce diversity and/or workplace inclusion.

Excellent – Very Good 20 – 18 points	Good to Adequate 17 – 16 points	Needs Improvement 15 – 10 points
<p>All must apply: The student has engaged in quality reflection on key concepts communicated in short stories as concepts relate to workforce diversity and/or workplace inclusion/exclusion.</p> <p>Student exhibits a sophisticated understanding of concepts related to workforce diversity and workplace inclusion that are taught in the first weeks of the course as well as a sophisticated understanding of the concepts communicated through the stories (and stated in the instruction material for activity #1.)</p> <p>Synthesis of knowledge gained from short stories and knowledge gained through other course material or experiences is evident.</p>	<p>If any apply: Reflection on key concepts communicated in the short stories as the concepts relate to workforce diversity and/or workplace inclusion/exclusion is evident to somewhat evident. Student's reflection performance could improve by better linking concepts from short stories and what was presented in the first weeks of class or knowledge brought into the class.</p> <p>Student's understanding of the meaning of the core concepts communicated in stories (and stated in the instruction material for activity #1) is accurate – to – adequate.</p> <p>The student has offered at least an adequate amount of reflective information that indicates synthesizing of short story concepts and course material or experiences.</p>	<p>If any apply: Student's reflective efforts on key concepts communicated in short stories (as concepts relate to workforce diversity and/or workplace inclusion/exclusion) need improvement.</p> <p>Student's understanding of the meaning of the core concepts communicated in stories (and stated in the instruction material for activity #1) needs improvement.</p> <p>Reflective information that indicates synthesizing of short story concepts and course material or experiences needs improvement or is missing.</p>

## Activity 2

### What Organizations Are Communicating about Workforce Diversity & Inclusion

worth 46 points

#### Question #3 (6 points)

##### Assesses

Recording of names of the companies reviewed.

Identification of section(s) under which diversity/inclusion information is published in the corporation's website.

Meets Requirement 6 points	Incomplete 2 – 1 point(s)
Three companies are involved in completing activity.  Names of three companies and sections of website where D & I information is made available is presented.	Missing required information. Either of the following:  Less than 3 businesses are identified.  Locations in the business's website where the D & I information is made available isn't identified for 3 businesses.

#### Question #4 (20 points)

##### Assesses:

Justification of choice for best corporate website for diversity and inclusion efforts.

Justification must be based on knowledge gained regarding workforce diversity, exclusion, and inclusion.

Intellectual connection between what is communicated within corporate website and course material.

Excellent 20- 19 points	Adequate 16 – 15 points	Needs Improvement 14 – 1 points
Justification for choice of website is specifically based on concepts addressed weeks 1 – 4.  Through statement of justification, it is evident that the student understands multiple core concepts.  Direct correlation between what corporations have published in the organization websites and course material is evident.  Source(s) must be listed.  Synthesis of information may be present in justification. Justification is well conceived and communicated.	It is not obvious that the student has reflected on week 1 – 4 course concepts to develop the justification for website choice.  Some key terms from week 1 – 4 are used in justification.  Direct correlation between what corporations have published in the organization website and course material is somewhat evident.  Source(s) must be listed. (3 point deduction if sources are missing)  Critical thought is somewhat evident; quality of communication within justification is adequate.	The student has not adequately reflected on week 1 – 4 course concepts to develop the justification for website. Critical thought is not evident in most of justification.  The correlation between material published on corporate websites and course material is not evident.  Source(s) are not listed. (3 point deduction)  <b>No Justification</b> earns 1 point No Justification was offered. No reflection on experiential learning experience and course content. Student only presents the name of the corporation that garnered the student's top vote regarding diversity & inclusion.

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### Activity 3

#### Covering

Worth 30 points

#### Question #5 (10 points)

Assesses

Understanding of ways that employees cover, based on definitions provided in the “Uncovering Talent” report.

Engagement in personal consideration of student’s covering activities in categories defined in the “Uncovering Talent” report.

Excellent – Very Good 10 – 9 points	Good to Adequate 8 – 7 points	Needs Improvement 6 - 0 points
<i>All must apply:</i>  Need to cover description distinctly addresses and indicates accurate and comprehensive understanding of one of the four categories of covering as described in the “Uncovering Talent” report.  Appearance based; Affiliation based; Advocacy based; Association based.  Reflective statements indicate distinct intent to consider covering in relation to one’s identity.	<i>If any apply:</i>  Overall, need to cover description indicates an accurate, yet basic understanding of one of the four categories of covering as described in the “Uncovering Talent” report.  Appearance based; Affiliation based; Advocacy based; Association based.  Reflective statements indicate a high – to – acceptable level of intent to consider covering in relation to one’s identity.	<i>If any apply:</i>  Need to cover description involves one or more of the following: Lack of information on one of the four categories of covering which makes it difficult to determine whether student has an accurate and comprehensive understanding of the covering category. Inaccurate or incomplete understanding of the covering concepts.  Material provided indicates an acceptable – to – unacceptable level of intent to consider covering in relation to one’s identity.

#### Question #6 (20 points)

Assesses

Understanding of the concept of social justice; reflection on social justice in relation to the behaviors of employees and/or the impact of covering on the employee.

Critical thought on the connection between social justice and behaviors/impact on employees when they cover.

Excellent to Very Good 20 – 19 points	Good to Adequate 17 – 15 points	Needs Improvement 14 points and below
Extent to which critical thought is related to social justice and/or inclusion are excellent – to good.	It is somewhat evident that student understands both the foundation of social justice issues (equity and fairness) – as well as inclusion issues	Components in rationale offered offers limited support that student understands both the foundation of social justice

<p><b>If social justice rationale is supported:</b> rationale specifically indicates that if person chooses not to cover, the consequence involves behaviors of co-workers, supervisors - or - outcome of organizational policies will create inequitable or unfair employment conditions/situations.</p> <p><b>If exclusion rationale is supported:</b> rationale specifically indicates that if person chooses not to cover, the consequence involves feelings of not being respected, supported, or involved in what really matters in the organization.</p> <p>Combination answer (both social justice and exclusion) accurately highlights the essence of both social justice (equity/fairness) and inclusion (feelings association with treatment)</p>	<p>(feelings of not being respected, supported, or involved in what really matters in the organization.)</p>	<p>issues (equity and fairness) – as well as inclusion issues (feelings of not being respected, supported, or involved in what really matters in the organization.)</p>
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#### Activity 4

#### Leadership Development Opportunities: Cross Cultural Competency

Worth 20 points

#### Question #7 (10 points)

##### Assesses

Knowledge of the areas of cross cultural competence development steps that student selects to discuss.

Depth of reflection on current state of cross cultural competency (strengths, knowledge, skills associated with developmental steps); on action(s) the student is motivated to take regarding development of cross cultural competence.

Excellent 10 - 9 points	Very Good - to - Good 8 – 7 points	Adequate - to - Needs Improvement 6 - 0
<i>All must apply:</i>	<i>If any apply:</i>	<i>If any apply:</i>

<p>Knowledge of cross cultural competence development steps that student chooses to discuss is evident. Information shared is accurate and in a student's own words.</p> <p>High quality reflections on current state of one's own cross cultural competency (strengths, knowledge, skills)</p> <p>High quality reflections on action(s) the student is motivated to take to develop cross cultural competence.</p>	<p>Knowledge of cross cultural competence development steps that student chooses to discuss is evident to somewhat evident.</p> <p>Most or all information shared is accurate.</p> <p>Information shared may or may not be in a student's own words.</p> <p>Critical thought is somewhat evident when identifying and discussing action(s) the student is motivated to take to develop cross cultural competence.</p>	<p>Knowledge of cross cultural competence development steps that student chooses to discuss is lacking.</p> <p>Information shared contains inaccuracies.</p> <p>Several pieces of information shared is not in a student's own words.</p> <p>The student has not adequately reflected on – or critical thought is lacking when - identifying and discussing action(s) the student is motivated to take to develop cross cultural competence.</p>
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## Activity 5

### Implicit Bias

Worth 35 points

#### Question #8 (15 points)

Assesses:

Following instructions: Naming of completed IAT(s)

Quality of reflection on three IAT results.

<b>Meets Criteria/High Quality Reflection</b>  15 – 13 points	<b>Incomplete/Reflection Adequate to Needs Improvement</b>  12 – 6 points	<b>Not Completed</b>  1 – 0 points
<p>Reaction to IAT results for each of the 3 areas is communicated.</p> <p>High quality reflection on results for each IAT completed.</p>	<p><i>Either of the following:</i></p> <p>Reaction to IAT results for only 2 of the required 3 areas is published.</p> <p>Reaction statements exhibit high quality – to adequate reflective thinking associated with some of the IAT results.</p>	<p><i>Any of the following:</i></p> <p>Reflective statements are offered on only 1 - or - no reflective statements on IAT assessment results are offered.</p> <p>Only the recording of IAT(s) completed is available (Recording of which assessments were taken is a non-point bearing activity.)</p>

#### Question #9(20 points)

Assesses:

Student knowledge of bias theory and ability to synthesize experiential learning outcomes (taking and receiving IAT results) with course content on bias.

<b>Excellent – to Good</b> 20 – 17 points	<b>Adequate – to Needs Improvement</b> 16 – 11 points
Offers an excellent - to - good level of intellectually sophisticated information that involves synthesis of experiential learning (completing IATs and reviewing results) as well as knowledge gained from course materials (concepts related to bias.)	Answers question primarily through discussion of IAT results.  Little - to - no reflection on course content. No synthesis of knowledge from 1) experiential learning and 2) course content.

