

**Grading Rubric**  
**Introduction Writing Assignment**  
Worth 60 points

<b>Part I: General Information</b> <b>Worth 1 points</b> <i>Shares personal information and history of online learning: 6 Questions</i>	
<b>Completed</b> 1 point	<b>Not Completed</b> 0 points
All areas completed	All areas are not completed

<b>Part II: Self-Identities</b> <b>Worth 10 points</b> <i>Creates a dimensions of diversity profile. Reflects on the meaning of each dimension of diversity in relation to student's identity</i>		
<b>Completed</b> 10 points	<b>Identity Areas Missing</b> 8 – 2 points	<b>Not Completed</b> 0 points
All required areas completed.	2 points deducted for each required area not completed up to a deduction of 8 points.	Part II: Self- Identities not completed

<b>Part II: Self-Identities</b> <b>Worth 10 points</b> <i>Reflects on The Complexity of Identity: Who Am I? material in relation to completed self-identities chart. Discusses key concepts communicated in the reading in relation to how the student completed the self-identity chart.</i>		
<b>Outstanding - to – Very Good</b> 10 – 9 points	<b>Good – to – Adequate</b> 8 – 7 points	<b>Needs Improvement</b> 6 – 0 points
<p>Chosen concepts associated with the Complexity of Identity (Who Am I) material are accurate, communicated in one's own words and are clear.</p> <p>Student makes a high-quality connection to an aspect of completing – or – reviewing the self-identity chart. Critical thinking is evident.</p>	<p>If any 1 applies:  Chosen concepts associated with the Complexity of Identity (Who Am I) material are:  accurate  (- 3 points for inaccuracy)</p> <p>communicated in one's own words  (- 3 points for using quotes to explain core concepts of material)</p> <p>clear  (- 2 points for lack of clarity)</p> <p>An average to acceptable connection is made to some</p>	<p>Student did not provide enough material to determine level of knowledge. – 5 points</p> <p>Material lacks evidence that student understood the Complexity of Identity material.</p> <p>Lacks clarity in making connection between completed self-identity chart and content of the Complexity of Identity material.</p> <p>If this area is not completed – 0 points</p>

	<p>aspect of completing – or – reviewing the self-identity chart.</p> <p>Critical thinking is somewhat evident.</p>	

### Part III: Perspectives on Diversity and Inclusion

#### Worth 19 points

*Reflects on one of three diversity and inclusion perspectives highlighted in the Perspectives on Diversity & Inclusion topic area.*

Discusses key concepts communicated in reading(s) in relation to: the main concepts of the perspective; the relationship between the perspective and today's workplace; the student's higher order thinking on the perspective.

<b>Outstanding - to – Very Good</b> <i>19 - 17 points</i>	<b>Good – to – Adequate</b> <i>16 - 15 points</i>	<b>Needs Improvement</b> <i>14 – 0 points</i>
<p>All must apply: Material indicates a high level of understanding of major concepts, issues and/or themes associated with chosen perspective.</p> <p>Connection made between the perspective chosen and important components of workforce diversity (and/or) workplace inclusion indicates critical thought; a sophisticated understanding of all associated concepts is evident.</p> <p>Material is original; any quotes are used in support of communicated facts and ideas.</p> <p>Opinion statement moves past a surface level consideration of the perspective and its connection between workforce diversity and workforce inclusion.</p> <p>Material well communicated (clear, concise) – 3 point deduction if not well communicated</p>	<p>If 1 to 2 of the following applies:</p> <p>Material indicates a basic – to – limited understanding of major concepts, issues and/or themes associated with chosen perspective.</p> <p>Connection made between the perspective chosen and important components of workforce diversity (and/or) workplace inclusion indicates an acceptable amount of critical thought; a basic understanding of all associated concepts is evident.</p> <p>Material is original, or 1 quote is used to explain the perspective or connections; quotes might also be used in support of communicated facts and ideas.</p> <p>Opinion statement indicates an acceptable – to - surface level consideration of the perspective and its connection between workforce diversity and workforce inclusion.</p> <p>Material well communicated</p>	<p>Student did not provide enough material to determine level of knowledge. – 7 points</p> <p>OR - If 2 or more apply: Material indicates a limited understanding of major concepts, issues and/or themes associated with chosen perspective.</p> <p>Connection made between the perspective chosen and important components of workforce diversity (and/or) workplace inclusion lacks critical thought; understanding of more than one associated concept is questionable.</p> <p>Material uses quotes to explain the perspective or connections.</p> <p>Opinion statement indicates a surface level – to – limited consideration of the perspective and its connection between workforce diversity and workforce inclusion.</p>

	(clear, concise) – 3 point deduction if not well communicated	Material well communicated (clear, concise) -3 point deduction if not well communicated
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**Part IV: Meritocracy, Melting Pot, Colorblind Ideal**

**Worth 5 points**

*Identifies opinion for all three social constructs (myths/metaphors) by checking one of the 5 pre existing "check in the box" options.*

<b>Completed</b> <i>1 points</i>	<b>Not Completed</b> <i>0 points</i>
Opinion is communicated through checking one of the options provided for ALL THREE social constructs.	Opinion is communicated through checking an option provided for 2 – 0 of the social constructs.

**Part IV: Meritocracy, Melting Pot, Colorblind Ideal**

**Worth 19 points**

*Reflects on the core concepts of ONE of the social constructs (myth/metaphor)*

**Meritocracy:** systematic social and financial inequities; oppression, discrimination

**Colorblind Ideal:** Denying or ignoring personal/cultural identity or experiences

**Melting Pot:** Assimilation into the dominate culture

Presents reaction statements that reflect understanding of the social construct and communicates well thought out reaction statements.

<b>Outstanding - to – Very Good</b> <i>19 - 17 points</i>	<b>Good – to – Adequate</b> <i>16 - 15 points</i>	<b>Needs Improvement</b> <i>14 – 0 points</i>
<p><i>All must apply:</i> A sophisticated understanding of concepts associated with myths/metaphors exhibited.</p> <p>Student appropriately reflects on the <u>core concepts</u> of chosen myth/metaphor. Higher order thinking exhibited in reaction statement.</p> <p>A specific reference to course material is provided.</p> <p>Material is well communicated (clear, concise)</p>	<p>A basic understanding of concepts associated with chosen myth/metaphor is exhibited.</p> <p>Statements made exhibit a moderate reflection on the <u>core concepts</u> of the myth/metaphor. Higher order thinking – to – a more simplistic consideration is exhibited in reaction statement.</p> <p>A specific reference to course material is provided.</p> <p>Material well communicated (clear, concise) – 3 point deduction if not well communicated</p>	<p>If any apply: Student did not provide enough material to determine level of knowledge. – 6 points</p> <p>Concepts associated with chosen myth/metaphor lack clarity or involve errors.</p> <p>Student neglects to reflect on the <u>core concepts</u> of the myth/metaphor.</p> <p>Reaction statements indicate a limited – surface level consideration of myth/metaphor.</p> <p>A specific reference to course material is not offered.</p>

		Material is not well communicated (clear, concise) - 3 point deduction