

Portfolio B Grading Rubric

Activity 6

Reflections on Leadership Journey Material

Worth 19 points

Question #1

Content Assessment

Assesses

Depth of understanding of concepts communicated in chosen Student Diversity & Inclusion Leadership Journey topic areas.

Excellent – Very Good 10 - 9 points	Good to Adequate 8 – 7 points	Needs Improvement 6 – 1 points
Accurate and complete description of two concepts from two resources chosen. Key concepts are communicated in the student's own words. Identification of source of material. (-1 if not offered or incomplete.)	At least 2 concepts are described accurately and are complete. Key concepts are communicated in the student's own words. Identification of source of material. (-1 if not offered or incomplete.)	More than 2 concepts involve inaccuracies or are missing important elements within the description. At least 1 key concept is not stated in the student's own words. Identification of source of material. (-1 if not offered or incomplete.)

Reflection Assessment

Assesses:

Considering Student Diversity & Inclusion Leadership Journey topic areas chosen:
The extent to which critical thought and synthesis of ideas between two chosen topic areas is applied when discussing a connection between the two topic areas.

Excellent 9 points	Adequate 8 – 7 points	Needs Improvement 6 – 1 points
Critical thought is evident when making association between two chosen topic areas. High quality synthesis between knowledge of topic areas and student's knowledge of other relevant diversity/inclusion related concepts or experience which assists in the development of the statement of association.	Critical thought is somewhat evident when making association between two chosen topic areas. Synthesis between knowledge of topic areas and student's knowledge of other relevant diversity/inclusion related concepts or experience may or may not be evident when describing statement of association.	Statements that indicate association between the two topics lack evidence of high quality critical thought. Little to no evidence that student synthesized knowledge of topics with other knowledge of other relevant diversity/inclusion related concepts or experiences to develop statements of association.

Activity 7

Your Diversity and Inclusion Story

Worth 40 points

Question #2

Assesses

Extent to which students refer to and then accurately describe their experience with each of the following concepts associated with identity and difference in their diversity story:

1. student's identity
2. student's experience of either being part of dominate groups or non-dominate groups; and because of membership of these groups experiences of being tolerated or accepted: included or excluded; feeling different or similar to others
3. being privileged or understanding the privilege that others experience that you cannot; (Privilege can occur within any of the dimensions of diversity we're reviewed in Unit II: race, gender, social class, religion, age, physical/mental abilities, sexual orientation/gender identity and appearance.)
4. how and why the student developed his/her worldview about himself/herself and others.

Content Assessment

Meets Criteria 15 - 14 points	Adequate 13 -12 points	Needs Improvement 11 – 5 points
Knowledge of concepts in all for areas identified is evident in the story: <ul style="list-style-type: none">• Identity (or identity groups);• Dominate and non-dominate groups; Being similar or different than others; being tolerated or accepted• Privilege• Development of diversity and inclusion worldview	Knowledge of concepts is evident in the story in at least 3 areas: <ul style="list-style-type: none">• Identity (or identity groups);• Dominate and non-dominate groups; Being similar or different than others; being tolerated or accepted• Privilege• Development of diversity and inclusion worldview	Knowledge of concepts is evident in the story in two areas: <ul style="list-style-type: none">• Identity (or identity groups);• Dominate and non-dominate groups; Being similar or different than others; being tolerated or accepted• Privilege• Development of diversity and inclusion worldview

Reflection Assessment

Assesses:

Reflective engagement in identity and difference and dimensions of diversity when developing personal diversity story.

Excellent 20 – 18 points	Adequate 17 - 15 points	Needs Improvement 14 – 5 points
<i>All of the following are offered in the diversity story:</i> Contents of diversity story indicates a high level of reflection and insight into one's dimension of diversity. Identity groups/dimensions of diversity that	<i>Any of the following:</i> Contents of diversity story indicates an acceptable level of reflection and insight into one's dimension of diversity. Most identity groups/dimensions of	Contents of diversity story lacks depth of reflection and insight into one's dimension of diversity. Some –to – no identity groups/dimensions of diversity that student indicated as very important in Part II of the

<p>student indicated as very important in Part II of the Introduction Writing Assignment are noted in diversity story.</p> <p>Diversity story includes a thorough examination of areas chosen (bias; different or similar to others; tolerated-accepted; privileged – oppressed; included-excluded; stereotyping or being stereotyped)</p>	<p>diversity that student indicated as very important in Part II of the Introduction Writing Assignment are noted in diversity story.</p> <p>Diversity story includes an acceptable level of examination of areas chosen (bias; different or similar to others; tolerated-accepted; privileged – oppressed; included-excluded; stereotyping or being stereotyped)</p>	<p>Introduction Writing Assignment are noted in diversity story.</p> <p>Diversity story includes few of the recommended areas (bias; different or similar to others; tolerated-accepted; privileged – oppressed; included-excluded; stereotyping or being stereotyped)</p>
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Organization and Mechanics

Worth 5 points

Excellent 5 points	Adequate – to – Needs Improvement 4 - 1 points
<p>Follows all instructions for Activity #7.</p> <ul style="list-style-type: none"> • Story is at least 400 words in length • Story begins in childhood and ends this year. • Communication is clear. • Sentence structure, grammar, spelling is correct. 	<p>One or more of the following needs some improvement:</p> <ul style="list-style-type: none"> • Story doesn't meet 400-word minimum word length. • Story doesn't begin in childhood and end this year. • Communication is not clear. • Multiple communication issues: sentence structure, grammar, spelling.