

# Competency Rubric

## Core Competency Scoring Rubric

### Diversity-Domestic - DIVU4

**DIVU4 Evaluate issues:** Diversity (Understanding Race, Ethnicity, and Gender) – DIVU4 Evaluate issues – Students will evaluate complex issues surrounding race, ethnicity, and/or gender in the context of their own beliefs, values, and attributes.

Level

Description

**4 - Advanced** Advanced performances exceed the expectations for Ferris graduates. This work shows an effective and well-developed response to the learning outcome. These students represent the strongest fraction of our graduates.

Advanced: Demonstrate a sophisticated and multi-layered ability to evaluate complex issues surrounding race, ethnicity, and/or gender in the context of their own beliefs, values, and attributes.

**3 - Proficient** Proficient performances meet the expectations for Ferris graduates. This work demonstrates a sufficient response to the learning outcome with regard to scope and accuracy. All students are expected to attain this level of ability by graduation.

Proficient: Demonstrate an advanced ability to evaluate complex issues surrounding race, ethnicity, and/or gender in the context of their own beliefs, values, and attributes.

**2 - Progressing** Developing performances approach the expectations for Ferris graduates. Although this work is more accomplished than that of novices, the scope and accuracy of the response does not yet satisfactorily address the learning outcome. This should be true of most first and second year students.

Progressing: Demonstrate a basic ability to evaluate complex issues surrounding race, ethnicity, and/or gender in the context of their own beliefs, values, and attributes.

**1 - Beginning** Beginning performances do not meet the expectations for Ferris graduates. This work exhibits a novice level of ability with regard to addressing the learning outcome. This is the expected skill level for our incoming first year students

Beginning: Demonstrate a partial ability to evaluate complex issues surrounding race, ethnicity, and/or gender in the context of their own beliefs, values, and attributes.

**0 - Unsatisfactory** Unsatisfactory performances neither meet the expectations for Ferris graduates nor those for incoming freshmen. This work exhibits profound deficiencies and/or is incomplete.

Unsatisfactory: Demonstrates little ability to evaluate complex issues surrounding race, ethnicity, and/or gender in the context of their own beliefs, values, and attributes.