

**SLU Teagle Project: Critical Thinking about Diversity Rubric\***

Score Levels	Student's Position (perspective/thesis) and Critical Self-Reflection on Social Location	Explanation of Issues and Use of Evidence: Identifying and Understanding the Role of Difference	Influence of Context and Assumptions: Evaluating Power Relations	Conclusions and Related Outcomes: Questions of Social Justice
4	Describes multiple viewpoints and analyzes how these attributes of position may have shaped evidence and arguments. Identifies the limits of own and others' position (perspective, thesis/hypothesis). Others' points of view are synthesized within position. Ability to assess own multicultural skills, comfort level, growth, and development.	Analyzes how intersecting differences such as race, gender, sexuality, class and so forth shape perceptions, experience, and expression without using stereotypes or uncritical relativism. Brings this complex understanding of diversity to bear on the explanation and analysis of evidence, showing critical evaluation of sources.	Systematically analyzes own and others' assumptions in relation to historical shaping of present inequalities and takes into account the complexities of unearned privilege. Is able to analyze ambiguous or unstated power relations as they affect the evidence under consideration.	Conclusions and recommendations have a clear logical connection to the analysis of the text or problem and reflect informed evaluation of evidence in relation to goals of equity and social justice which are explained and defined by the student.
3	Specific position (perspective or thesis) takes into account the complexities of the issue, acknowledging own and others' points of view as shaped by differences in identity and background. Recognizes that personal experiences and beliefs are starting point for understanding others.	Acknowledges the role of differences such as race, gender, sexuality, class and so forth as they bear on the issue to be considered. Describes the issues clearly. Draws on and cites appropriate sources and subjects them to questioning.	Identifies own and others' assumptions, especially regarding group differences and social inequalities as they affect the position taken by the writer. Notes the role of historical and social contexts as they affect the evidence, issues, and conclusions. Has some recognition of unearned privilege.	Conclusion is logically tied to a range of information, including opposing viewpoints. Related outcomes are identified clearly in relation to values of equity and social justice.
2	Specific position or thesis explicitly acknowledges different sides of an issue and shows some awareness of own multiple identities and how those may condition one's perspective.	Issue to be considered is stated but description leaves some points undefined, and contradictions unrecognized. Differences of culture, class, gender, race, sexuality, and so forth may be mentioned but their role in the issue or problem is left unexplored or may be analyzed along only one dimension. There is some interpretation and evaluation of information taken from source(s) but insufficient for coherent analysis.	Questions some assumptions and identifies some of the relevant contexts in analyzing an issue or problem. May be more aware of others' unearned privilege, assumptions and power than of own. Has a simplistic understanding of how power affects assumptions.	Conclusion is logically tied to information, but the information is selected to fit the student's biases. Some related outcomes are identified but the application to equity and social justice is superficial or absent.

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1	Unlikely to question own beliefs. Specific position is stated but is simplistic and unquestioning. Bases judgments on ethnocentrism. Does not articulate own multiple identities or show awareness of how identity and experience construct perspectives.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as facts and responded to in a binary mode (agree or disagree), stating opinion without evidence. If issues of diversity are not explicitly mentioned then there is no analysis of their influence. If differences are recognized, opposing views may be dismissed without questioning.	May show no awareness of context and power relations if they are not explicitly presented. When context is described it is simple and there is superficial connection between context and text or issue under consideration. There is no recognition of own privilege or how unearned privilege functions in society.	Conclusion is oversimplified and inconsistently tied to some of the information discussed. Issues of equity and social justice are missing from conclusions or oversimplified.

This rubric has been constructed largely by combining elements from two existing rubrics: the AAC&U Critical Thinking Value Rubric and the Texas A&M University Diversity Rubric: Student Leaders Outcomes (SLLO) Project. These have been used in conjunction with St. Lawrence University's Teagle Project's Diversity Learning Goals.