

## UW-Parkside COMMUNITY-BASED LEARNING GOALS RUBRIC

	<b>Benchmark</b>	<b>Milestone</b>	<b>Capstone</b>
	<b>1</b>	<b>2</b>	<b>3</b>
<p><b>1. Effective Communication Skills</b></p> <p>Use effective, inclusive communication methods to promote civic action in local, national, and/or global contexts.</p>	<p>Communicates to promote civic action by doing one of the following: Expresses opinions, listens, and adapts ideas and messages based on others' perspectives</p>	<p>Communicates to promote civic action in multiple ways, including: Expresses opinions, listens, and adapts ideas and messages based on others' perspectives</p>	<p>Demonstrates effective and inclusive communication methods to promote civic action. Tailors communication strategies effectively while expressing opinions, listening, and adapting ideas and messages based on others' perspectives.</p>
<p><b>2. Critical and Creative Thinking Skills</b></p> <p>Exercise reasoned judgement through critical thinking to collaboratively address challenges of the local, national, and/or global communities.</p>	<p>Addresses challenges of the local, national and/or global community without distinguishing fact from perspective.</p>	<p>Analyzes own and others' assumptions and begins to identify relevant contexts when presenting a position to address challenges of the local, national and/or global community.</p>	<p>Thoroughly analyzes own and others' assumptions and identifies relevant contexts to address challenges of the local, national and/or global community.</p>
<p><b>3. Work Effectively Within Diverse Teams to Address a Community Need</b></p>	<p>Assumes a role within a team without considering others' perspectives.</p>	<p>Demonstrates ability to work actively and collaboratively - engaging others' skills, ideas, and perspectives – to address a community need.</p>	<p>Demonstrates the ability and commitment to: interact and work collaboratively with people from diverse backgrounds and cultures; to lead or contribute support to those who lead--to address a community need.</p>
<p><b>4. Connecting Personal Responsibility to Civic Identity and Ongoing Social Action</b></p> <p>Demonstrate ongoing social and personal responsibility to promote civic action.</p>	<p>Civically-engaged to fulfill course requirements rather than from a sense of civic identity.</p>	<p>Provides evidence of experience in civic engagement activities and describes what they have learned about themselves as it relates to a growing sense of civic identity and commitment.</p>	<p>Provides evidence of experience in civic engagement activities and analyzes what they have learned about themselves as it relates to a reinforced and clarified sense of civic identity or future commitment to social action.</p>

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<p><b>5. Connecting Experience to Course Learning</b></p> <p>Connect and extend course learning to engagement in the community.</p>	Views life experiences and academic learning in separate spheres, or makes connections without considering others' perspectives.	Effectively identifies examples of life experiences, drawn from a variety of contexts (e.g. family life, artistic participation, civic involvement, work experience) to clarify concepts/theories/frameworks of fields of study.	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life and academic experiences such as CBL, internships, and travel abroad) to deepen understanding of fields of study and broaden own views.
<p><b>6. Diversity of Communities and Culture</b></p> <p>Promote inclusive engagement with diverse communities and cultures.</p>	Expresses attitudes and beliefs as an individual, from a one-sided perspective.	Recognizes how own attitudes and beliefs are different from others and exhibits curiosity about what can be learned from diversity of communities and cultures.	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from a culture other than one's own. Promotes inclusive engagement with diverse communities and cultures.