



## CORE CURRICULUM

### Responsible Citizenship Rubric

|                                                                                                                                      | Accomplished                                                                                                                                                                                                                                                                                                                                 | Proficient                                                                                                                                                                                                                          | Developing                                                                                                                                                                                                     | No Evidence                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Application:</b> Applies disciplinary concepts, evidence, or analytical approaches to examine cultural, social, or global issues. | Effectively and strategically applies relevant disciplinary concepts, evidence, and/or analytical approaches to complex cultural, social, or global issues. Integrates these elements to deepen understanding or demonstrates insightful interpretation and use of evidence.                                                                 | Appropriately applies disciplinary concepts, evidence, and/or analytical approaches to examine cultural, social, or global issues. Demonstrates competent use or interpretation, though integration or insight may be inconsistent. | Applies disciplinary concepts, evidence, and/or analytical approaches in a basic or partial way. Connections to the issue may be underdeveloped, or interpretation of evidence may be limited or inconsistent. | Fails to use disciplinary concepts, evidence, or analytical approaches, or the use is inaccurate. Does not contribute to understanding the issue.                                       |
| <b>Perspective-taking:</b> Examines one or more perspectives on cultural, social or global issues.                                   | Thoroughly examines one or more perspectives on complex cultural, social, or global issues. Accurately and respectfully represents viewpoint(s), including underlying contexts and assumptions. Demonstrates nuanced, fair analysis of the perspective(s) or analyzes relationships among perspectives when multiple viewpoints are present. | Provides a mostly accurate examination of one or more perspectives on cultural, social, or global issues. Demonstrates adequate understanding of viewpoint(s), but attention to context or assumptions may be unevenly developed.   | Identifies and describes at least one perspective, but examination is limited or partially inaccurate. May rely on generalizations or show limited or emerging understanding of viewpoint(s).                  | Describes perspective(s) inaccurately or without meaningful examination of viewpoint(s), context, or assumptions. May present perspective(s) in an over-simplified or distorted manner. |