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|  | Capstone  4 | Milestone  3 | Milestone  2 | Benchmark  1 |
| **Issue Recognition** | Recognizes social/cultural issues when presented in a complex, multi-layered context AND recognizes cross-relationships among these issues. | Recognizes social/cultural issues when presented in a complex, multi-layered context OR grasps cross-relationships among the issues. | Recognizes basic and obvious social/cultural issues and grasps to some degree the complexities or interrelationships among the issues. | Recognizes basic and obvious social/cultural issues, but fails to grasp complexities or interrelationships. |
| **Knowledge** | Demonstrates sophisticated knowledge of/insight into the varying experiences and perspectives of others’ social/cultural identities in relation to history, values, politics, economy, or beliefs and practices. | Demonstrates competent knowledge of/insight into the varying experiences and perspectives of others’ social/cultural identities in relation to history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates partial knowledge of/insight into the varying experiences and perspectives of others’ social/cultural identities in relation to history, values, politics, communication styles, economy, or beliefs and practices. | Demonstrates surface knowledge of/insight into the varying experiences and perspectives of others’ social/cultural identities in relation to history, values, politics, communication styles, economy, or beliefs and practices. |
| **Evidence** | Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. | Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. | Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. | Information is taken from source(s) without any interpretation/evaluation. |
| **Empathy** | Interprets intersocial/intercultural experience from the perspectives of own and more than one worldview social/cultural position and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group. | Recognizes intellectual and emotional dimensions of more than one worldview social/cultural position and sometimes uses more than one worldview social/cultural position in interactions. | Identifies components of other social/cultural perspectives but responds in all situations with own worldview social/cultural position. | Views the experience of others but does so through own cultural worldview social/cultural position. |
| **Understanding Perspectives** | Adapts and applies a deep understanding of diverse perspectives (cultural, ethnic, socio-economic, gender, religious), experiences, and power structures to address significant issues or problems. | Analyzes substantial connections among diverse perspectives (cultural, ethnic, socio-economic, gender, religious), experiences, and power structures. | Explains a connection between diverse perspectives (cultural, ethnic, socio-economic, gender, religious) to an experience or power structure. | Describes the experiences of diverse groups (cultural, ethnic, socio-economic, gender, religious) by relating an experience or power structure. |
| **Understanding Systems** | Uses deep knowledge of the historic and contemporary roles of social identities, institutions, or structures to address complex issues pertaining to intercultural relationships. | Analyzes major elements of social identities, institutions, or structures to address complex issues pertaining to intercultural relationships. | Examines the historical and contemporary roles of social identities, institutions, or structures to address complex issues pertaining to intercultural relationships. | Identifies the basic roles of social identities, institutions, or structures to address complex issues pertaining to intercultural relationships. |
| **Conclusions** | Conclusions are logical and reflect student’s informed evaluations and ability to place evidence and perspectives in priority order. | Conclusion is logically tied to a range of information; related outcomes (consequences and implications) are identified clearly. | Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly. | Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified. |