

**Delaware State University**  
**Global Learning Rubric for General Education 12/8/2011**

Objective	Advanced	Proficient	Satisfactory	Unsatisfactory
Demonstrates ability to identify his/her own perspective of place.	Demonstrates nuanced understanding of his/her own place in the world based on geographical, ethnic, historical and national background and effectively communicates that unique context.	Demonstrates clear sense of own place in world based on geographical, ethnic and national background. Effectively communicates that understanding through oral and written means.	Can identify his/her own place in the world based on geographical, ethnic, historical and national background and communicates them in simplistic terms.	Fails to identify his/her own place in the world based on geographical, ethnic, historical and national background.
Demonstrate open-mindedness and empathy in interacting with others.	Interprets situations from points-of-view of other groups and individuals based on identification of his/her place and experience of the world. Shows multi-layered understanding of differences and is able to suspend judgment of other groups and individuals.	Able to clearly interpret situations from the points-of-view of other groups or individuals. Clearly expresses ability to suspend judgment of other groups or individuals	Shows willingness to interpret situations from points-of-view of other groups and individuals, but understanding is simplistic and has gaps. Willing to suspend judgment but not always able to identify judgmental viewpoint.	Unable to view situations from points-of-view of other groups and individuals and expresses judgments based on limited viewpoint.
View systemic issues from global perspective. (Systems can refer to political, social, economic, natural and/or cultural structures).	Demonstrates sophisticated understanding and knowledge of the factual elements and contexts that are important to how relevant groups and individuals interact. Demonstrates superior ability to entertain multiple perspectives. Able to insightfully interpret how this background affects his/her own attitudes and those of others.	Demonstrates clear understanding and knowledge of factual elements and contexts that are important to how relevant groups and individuals interact. Able to interpret how this background affects his/her own attitudes and those of others.	Demonstrates understanding and knowledge of factual elements and contexts that are important to how relevant groups and individuals interact but some gaps in understanding exist. Able to interpret how this background affects his/her own attitudes and those of others.	Unable to demonstrate understanding and knowledge of factual elements and contexts that are important to how relevant groups and individuals interact. Unable to interpret how this background affects his/her own attitudes and those of others.

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<p>Able to apply global concepts from classroom to real-world situations.</p>	<p>Clearly demonstrates and communicates originality and practical application of global concepts to specific situations with ability to make multiple adjustments in broader understanding to fit particular situations.</p>	<p>Demonstrates creative and practical application of global concepts in specific situations with ability to make adjustments in varied situations.</p>	<p>Demonstrates ability to apply global concepts to specific situations with ability to make minor adjustments in varied situations.</p>	<p>Unable to apply global concepts to specific situations and shows limited ability to identify global concepts appropriate to varied situations.</p>
<p>Demonstrate a global perspective of social justice.</p>	<p>Demonstrates an understanding of the potential complexity of how the actions of one group can impact the lives of others. Able to vividly articulate how they, as an individual, can have an impact on situations of injustice recognizing multiple methodologies for doing so.</p>	<p>Clearly expresses how the actions of one group can impact the lives of others. Able to vividly articulate how they, as an individual, can have an impact on situations of injustice.</p>	<p>Shows understanding of how actions of one group can impact the lives of others and able to articulate how they, as an individual, can impact situations of injustice although may not identify all of the variables involved.</p>	<p>Shows confusion in understanding how the actions of one group can impact the lives of others. Unable to identify or articulate how they, as an individual, can impact situations of injustice.</p>