IUPUI Center for Service and Learning
Rubric for Civic-Minded Graduate Narrative

	N/A	Not Present	1—Novice	2	3—Apprentice	4	5—Proficient	6	7--Distinguished
Self-Identity; Civic Identity (includes self-reflection on responsibility and personal commitment to service			* Simply restates the prompt * "Not my responsibility and I have no commitment to service" * Limited evidence of personal examination		* Expectation for involvement comes from external source or authority (e.g., faith, parents, teacher, clubs) * Commitment to service is based on compliance to external norms * States socially desirable position with little or no personal examination * States that "I can/will/want to make a difference" without elaboration on complexities		* Commitment to service is derived from personal experience * Examines personal values and motivations to make a difference in society * Wrestles with difference between responsibility and personal commitment to service * Identifies personal frustrations, limits, barriers in addressing social issues and serving others		* Personal values clearly align with civic actions * Commitment to service is well-integrated into his/her self-identity * Demonstrates strong commitment to continued service involvement in their future * Endorses the responsibilities and active role of citizens in society * Describes optimistic yet realistic assessment of the personal impact they can have on social issues * Integration of personal abilities and limitations to address social issues and to serve others
Understanding How Social Issues Are Addressed in Society			* Simply restates the prompt * Little or no mention of social issues * Society is described as an external entity, totally separate from self *No mention of stakeholders[#]		* Demonstrates awareness of social issues (e.g., lists or describes social problem) *Mentions stakeholders[#] that address social issues * States own opinion on a social issue(s)		* Recognizes alternative roles and perspectives of stakeholders[#] in addressing social issues *Recognizes legitimacy of alternative opinions on social issues *Recognizes public policy as a means to address social issues *Articulates system causes and solutions for social issues		* In-depth or complex understanding of stakeholders[#] in society and how they work together across differences to address social issues *In-depth or complex understanding of social issues, interrelationships among problems and solutions *Analyzes interrelationship between local, national and global issues *Works within the realistic context that social change occurs over time. *Values community voice in addressing social issues

#--Stakeholders may include nonprofit organizations, government agencies, student clubs, community organizations, grassroots initiatives, community residents, and those who are impacted directly by a social issue.

	N/A	Not Present	1—Novice	2	3—Apprentice	4	5—Proficient	6	7--Distinguished
Active Participant in Society to Address Social Issues			*Little or no mention of involvement in the community or in serving others.		* Describes some involvement in the community through occasional or periodic service activity * Describes previous service experience *Identifies ways to take individual action (e.g., tutoring, cleaning environment)		*Demonstrates frequent involvement through their direct service, projects, or advocacy efforts *Ability to recruit others to address social issues or participate in group activities. *Personal involvement in a variety of service activities & interactions in the community		*Demonstrates sustained involvement over time through their direct service, projects, or advocacy efforts *Personal involvement in a variety of service activities has led to more depth of engagement. *Generates new ideas and is a catalyst for change *Ability to convene or lead others in addressing social issues or participating in group activities
Collaboration with Others Across Difference (includes diversity, interconnectedness, mutuality, and respect)			* Simply restates the prompt * Includes only "I" statements * "Me-ness" (orientation toward self, little or no mention of others) * Little or no mention of difference or diversity		*Awareness of being a "piece of a puzzle," part of a whole * Describes the importance of collaboration, or gives examples of experiences with teamwork or group work * Confidence to state own opinions in groups *Mentions difference as "me" helping "them"		* Values diverse opinions or ideas in decision-making with others * Describes give-and-take in collaboration * Recognizes importance of listening skills to gain perspective of others * Expresses comfort in working with people of different backgrounds * Describes personal growth through interaction with others		*Demonstrates an understanding of mutuality or reciprocity with others * Describes the need for consensus-building to address a social issue * "We-ness" (sees and describes self in relationship with society/community) *Ability to express own perspective while valuing others' opinions *Values cultural diversity and how it enhances society
Benefit of Education to Address Social Issues			* Simply restates the prompt * Little or no mention of knowledge and skills gained through education or experiences as a college student		* Lists relevant educational or other experiences as a college student without connecting them to social issues or serving others (e.g., class content, service learning class) * Identifies knowledge or skills they have without connecting to social issues or serving others *Describes the personal benefit of their education		* Links the purpose of education to social issues or to serving others * Identifies personal knowledge and skills to make a difference in society * Describes education as a privilege or opportunity		* Intentional choice of major or career path to improve society or to serve others * Understands how their personal knowledge and skills connect to addressing social issues and serving others * Describes education as a privilege/opportunity that places an added responsibility to act on behalf of others (societal benefit)

<h1 style="text-align:center">CMG Narrative Prompt</h1>

The following is the prompt that students were responding to, in writing reflections:
I have a <u>responsibility</u> and a <u>commitment</u> to use the <u>knowledge and skills</u> I have gained as a college student to <u>collaborate with others</u>, who may be <u>different</u> from me, to help address issues in society.

> Please indicate the extent to which you agree or disagree with this statement by circling the appropriate number.

Strongly					Strongly
Disagree					Agree
1	2	3	4	5	6

Considering your education and experiences as a college student, explain in 1 – 2 typewritten pages the ways in which you agree or disagree with this statement and provide personal examples when relevant.

<h2 style="text-align:center">How to use the CMG rubric</h2>

1. The CMG Narrative is designed to be an assessment of civic learning. It is not designed to be an evaluation of general intelligence, general cognitive complexity, or quality of writing. Be prepared to look beyond mere length or elegance of writing (or lack thereof) to the concepts and ideas expressed.

2. There are five dimensions that have been identified to evaluate the CMG narratives. These include (a) civic-identity, (b) understanding how social issues are addressed in society, (c) active participation in society to address social issues, (d) collaboration with others, and (e) the benefit of education to address social issues.

3. There may be only one example that is evident in the narrative, and this one example can become the basis for your score on a dimension. Narratives do **not** need to exhibit all of the examples of evidence at a specific level in order to receive that score. **Narratives also do not need to exhibit evidence at lower levels in order to achieve a particular score.**

4. Evidence for each dimension has been identified, and these types of evidence range from low to high. Higher scores on the rubric have an increasing number of examples and increasing complexity of ideas demonstrated.

5. Scores of 2, 4, or 6 can be assigned when you feel that the narrative demonstrates qualities to receive a score higher than a 1, 3, or 5, but does not provide sufficient evidence to merit the next highest score.

6. Check "**Not Present**" if the student did not address a particular dimension in their narrative. The student thus will receive a score of 0 in this dimension.

7. Check "**Not Applicable**" if the <u>prompt</u> itself does not address a particular dimension. For example, an instructor may want to give focus to one particular dimension in the prompt, such as Collaboration with Others, but leave out another dimension, such as the Benefit of Education. In this case the rater would check "Not Applicable" for the Benefit of Education dimension.

8. The rubric provides examples of evidence for each dimension. Resist taking the rubric too literally. Students may use different words to express the ideas captured in each dimension.

9. Perceptions are formed when reading the narrative based on length, quality of writing, and stylistic impressions from the tone of the writer. Understandably, you will make some evaluations based on perceptions, rather than clear evidence. This is one of the challenges with grading any written product. To the best of your ability, determine a reason for your perception if there is not clear evidence that you can point to as the basis for your evaluation.