Cultural Competency Rubric

Student ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | 1 - Emerging | 2 - Approaching | 3 - Meeting | 4 - Exceeding | N/A |
| Intersectionality Awareness | • Demonstrates surface explanation of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | • Demonstrates partial explanation of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | • Demonstrates adequate explanation of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. | • Demonstrates sophisticated explanation of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices. |  |
| Cultural  Awareness | • Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures. • Demonstrates little or no awareness of one’s own assumptions, judgments and/or biases about self and others. | • Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures. • Begins to identify own assumptions, judgments and/or biases about self and others. | • Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures. • Articulates the influence of one’s own assumptions, judgments and/or biases during interactions with one’s own culture and the culture of others. | • Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity. • Demonstrates ability to assess the impact of assumptions, judgments, and/or biases related to one’s own and other cultures. |  |
| Cultural  Interaction | • Demonstrates few skills in working with members of one’s own and other cultures and is unable to negotiate a shared understanding. | • Demonstrates skills to work with members of one’s own and other cultures intermittently or in some limited contexts and can sometimes negotiate a shared understanding. | • Mostly incorporates diverse and multiple perspectives when working with members of one’s own and other cultures and is able to negotiate a shared understanding. | • Consistently incorporates diverse and multiple perspectives when working with others and is able to negotiate and facilitate a shared understanding. |  |
| Cultural  Attitudes | • States minimal interest in learning more about other cultures. | • Asks simple or surface questions about other cultures. | • Asks deeper questions about other cultures and seeks out answers to these questions. | • Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives. |  |
| Total: |  |  |  |  |  |