

APPENDIX C

Social Responsibility

(THECB Description for Core Curriculum Assessment)

... to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Students will demonstrate an understanding of the knowledge, skills, and values that promote the quality of life of a community, through both political and non-political processes. Students will provide evidence of their becoming socially responsible citizens by means of:

- **Intercultural Competence**-Students will demonstrate an understanding of the complexity of elements important to members of another culture in relation to its history, values, policies, communication styles, economy, or beliefs and practices.
- **Recognizing Different Ethical Issues** – Students will demonstrate an understanding of ethical issues when presented in a complex context and can recognize cross-relationships among the issues.
- **Integrating Academic Work with Community Engagement** – Students will provide a tangible product that has engaged community constituents and responded to community needs and assets through the process.

Benchmark: 70% of all students' responses will have a score of 3 or higher.

Students must be assessed in at least two of the following three measurements:

	Excellent 4	Competent 3	Emerging 2	Not Evident 1	Item Score
The student's response demonstrates intercultural competence	Student can demonstrate sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, policies, communication styles, economy, or beliefs and practices.	Student can demonstrate adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, policies, communication styles, economy, or beliefs and practices.	Student can demonstrate partial understanding of the complexity of elements important to members of another culture in relation to its history, values, policies, communication styles, economy, or beliefs and practices.	Student fails to demonstrate understanding of the complexity of elements important to another culture in relation to its history, values, policies, communication styles, economy, or beliefs and practices.	
The student's response demonstrates an understanding of ethical issues	Student can recognize ethical issues when presented in a complex, multi-layered context AND can recognize cross-relationships among the issues.	Student can recognize ethical issues when presented in a complex, multi-layered context OR can recognize cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or inter-relationships among the issues.	Student fails to recognize basic issues and fails to grasp complexity or inter-relationships	
The student's response demonstrates community engagement	The student can demonstrate that he or she has engaged in detailed discussion of the complex political, civic, and social issues, articulating connections between community issues and societal needs	The student can demonstrate that he or she has engaged in discussion of political, civic, and social issues, making connections between community issues and societal needs	Student can demonstrate knowledge of political, civic, and social issues, but makes no connection between community needs and societal needs	Student demonstrates no awareness or acknowledgement of what his or her civic responsibility entails.	