

General Education Curriculum: Civic Literacy (CIV) Rubric

The Civic Literacy (CIV) rubric was developed through consultation with CIV instructors, students, and the General Education Oversight Committee at Wayne State University (WSU). The rubric was modeled after VALUE rubrics created by the Association of American Colleges and Universities (AAC&U). The rubric articulates fundamental criteria for each learning outcome required for CIV under the General Education program. It contains performance descriptors demonstrating progressively higher levels of learning. The rubric is intended for evaluating and discussing student learning within the General Education curriculum, not for grading and not for evaluation of instructors.

CIV is a Group (Inquiry) requirement of the General Education program at WSU. The overall goal of the inquiry courses is to “help introduce students to the different perspectives, methodologies, and questions that shape the production of knowledge.” (See the [Academic Bulletin](#).)

CIV has four program learning outcomes:

After successful completion of the CIV requirement, students will be able to:

- (1) Describe concepts and contexts relevant to US history, political institutions, and democratic principles.
- (2) Describe the significance of citizenship status and national identity, past or present.
- (3) Describe forms, barriers, and facilitators to civic participation or engagement by individuals and groups.
- (4) Describe the economic, historic, political, and social bases for conflict and cooperation between groups.

Glossary for Terms and Concepts Used in the Rubric

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Citizenship** – A person’s legal, social, and/or economic status as a member of a state, where that membership entails specific rights and responsibilities.
 - **State** – The political organization of a group of people living in a defined territory.
- **Citizenship status** – The degree to which the rights, responsibilities, and opportunities of citizenship extend to different categories of people within a state based on laws (e.g., those pertaining to immigration) or social group membership (e.g., racial disparities).
- **Civic participation or engagement** – Involvement in formal/political or informal/non-political ways to address issues of public concern.
- **Civic life** – The public life of a citizen concerned with the affairs of the community or the nation (as contrasted with personal or private life, which is devoted to the pursuit of personal or private interests).
- **Democratic principles** – Foundational guiding beliefs in a democracy, such as an inalienable right to life, liberty, and property; freedom of assembly, speech, and religion; and adherence to the rule of law
- **National identity** - The collective perception of shared attributes, such as geographic boundaries, language, religion, or culture, that create a sense of belonging to a particular state
- **Political institutions** - Elected or appointed governmental systems or structures with the authority to make or implement decisions on behalf of society

How to Use the Rubric

- Instructors teaching CIV courses select one or more assignments that elicit the CIV learning outcomes at the “Meets expectations” level or higher.
- Instructors use the rubric to score their students’ work on a 4-point rubric scale. The scores are separate from students’ course grades.
 - Details for reporting the results for your course(s) are provided on the [GEOC website](#).
- The “Meets Expectations” level is the program target for student performance.
- The rubric scale is implicational: A “Meets expectations” score indicates that the student has met the criteria for “Partially meets expectations” AND “Meets expectations”. An “Exceeds expectations” score indicates that the student has met the criteria for “Partially meets expectations”, “Meets expectations”, AND “Exceeds expectations”.
 - If a student did not submit part or all of the selected assignment(s), instructors should note "Student did not complete assignment" instead of one of the above scores for each relevant learning outcome. A “did not submit” option is displayed in the Canvas version of the rubric.
- Gen Ed includes many different disciplines that may use the same word differently. For example, “explain” and “analyze” imply similar levels of difficulty in some disciplines but different levels in others. As such, when using the rubric, instructors should consider the location of these words on the scale when scoring student artifacts.
 - For instance, if “explain” is in the “Meets expectations” column and “analyze” is in the “Exceeds expectations” column, instructors should interpret “explain” as a lower level of difficulty. In your discipline, “describe” (or some other word) might be the term used to indicate that lower level instead.

General Education Curriculum: Civic Inquiry (CIV) Rubric

Learning Outcomes (The student...)	Exceeds expectations	Meets expectations	Partially meets expectations	Does not meet expectations
<i>LO1: Describes concepts and contexts relevant to US history, political institutions, and democratic principles.</i>	Analyzes concepts and contexts relevant to US history, political institutions, and democratic principles to civic life.	Describes concepts and contexts relevant to US history, political institutions, and democratic principles.	Identifies concepts and contexts relevant to US history, political institutions, and democratic principles.	Does not identify concepts and contexts relevant to US history, political institutions, and democratic principles.
<i>LO2: Describes the significance of citizenship status and national identity, past or present.</i>	Analyzes the significance of citizenship status and national identity, past or present, in specific cases.	Describes the significance of citizenship status and national identity, past or present.	Identifies the significance of citizenship status and national identity, past or present.	Does not identify the significance of citizenship status and national identity, past or present.
<i>LO3: Describes forms, barriers, and facilitators to civic participation or engagement by individuals and groups.</i>	Analyzes forms, barriers, and facilitators to civic participation or engagement by individuals and groups.	Describes forms, barriers, and facilitators to civic participation or engagement by individuals and groups.	Identifies forms, barriers, and facilitators to civic participation or engagement by individuals and groups.	Does not identify forms, barriers, and facilitators to civic participation or engagement by individuals and groups.
<i>LO4: Describes the economic, historic, political, and social bases for conflict and cooperation between groups.</i>	Analyzes the economic, historic, political, and social bases for conflict and cooperation between groups.	Describes the economic, historic, political, and social bases for conflict and cooperation between groups.	Identifies the economic, historic, political, and social bases for conflict and cooperation between groups.	Does not identify the economic, historic, political, and social bases for conflict and cooperation between groups.