*In this rubric, the skills of *integration* evolve from left to right across the rubric.*

The student demonstrates the ability to:

	Foundation of Democracy *develop knowledge and skills*	Impact *deliberate*	Actions *act, lead, change*
Beginning	Identify basic democratic principles (e.g. the roles and functions of the major institutions of government)	Identify how various aspects of society (e.g. race, class, institutions) impact democratic functions	Define ways to participate in democratic political processes on either a local, state, or national level
Developing	Apply democratic principles of the major institutions of government	Differentiate between various aspects of society and their impact on democratic functions	Develop ways to participate in democratic political processes on either a local, state, or national level
Advanced	Evaluate understanding of major democratic principles	Critique the inherent tension between societal impacts and democratic functions	Compare ways to participate in the democratic political processes on either a local, state, or national level
No Evidence			

Student recognizes themselves within a particular

Definitions and History
Role of Change
Interaction of History and

Foundation of Civic-Ness
assumptions
IAP
ESP

Impact- could be of or on
Interaction - call to action is framed by everything that is going on=- how outside factors impact calls to action and change

Understand the difference between concepts that are vs living

Vibrancy

Demonstrating ideas
Knowledge
Producing knowledge
Abstract to defined to really defined

Understand assumptions based on historical events
How rights have been constrained or expanded
Understand the base model: institutions, actors, and process

Connection between individual and society (liberty for individuals and equality for all; There are rights and obligations of responsibility)
Understand the dilemmas prevalent in civicness

Clearly defining the components (IAP) what civic is
Advanced is critiquing or becoming involved in the IAP
Understanding the formal of informal components and link to complex dichotomies; add individual critique; link the ESP (economic, social, political) variables to together and how those things affect the IAP
Changes and assumptions
Understanding of how ESP demands changing the assumptions or altering the initial framing of the country (understand that civic responsibility today is different than it was)

Social movements, rights movements,

Consider how movements outside the traditional (e.g. framers' intentions)
Captures the dynamics of change
Making connections about what prevents or allows movements to go farther

PAST COMMENTS (SPRING 2021)

- They need to be thinking about how their work (learning/production) has implications beyond the personal
- It is important for students to know that their actions and experiences impact their smaller community in college as well as their larger county community.Students need to be reminded that their choices and feelings matter on a scale that goes beyond themselves and that their participation in the community can have a positive impact of others. They also can reflect back on how they are part of something larger than themselves, something that others are also experiencing.
- So that students understand that ideas, knowledge, and knowledge production affect life chances, societal well-being, and institutional arrangements through things like public policy.
- awareness of how their learning & scholarly products connect to community/society
- Students in Freshman Learning Programs UNIV 102 successfully participated in a Covid Letter Writing Projects where they shared their feelings and experiences in diary form for the historical Sonoma County Library project on the Covid pandemic.
- Recognition of how ideas, knowledge, and knowledge production shape society and social outcomes. More advanced versions of this would be able to distinguish between unintended and intended outcomes (as well as potential and actual outcomes).