

TOI-3 Rubric

TOI3 Learning Objective 1: Through dialogic engagement, students will be able to examine cultural, social and/or biological diversity within national and/or global contexts and the effects power and privilege have on various social group identities.

TOI3 Learning Objective 2: Students will be able to recognize and discuss basic issues of social injustice and how their own identities intersect with structural forms of oppression and empowerment, and how to be respectful and responsible allies (and accomplices) to individuals and groups they do not identify with.

TOI3 Learning Objective 3: Students will be able to discuss the foundations of social inclusion and democracy and the actions that can create and maintain them within national and/or global contexts.

TOI3 Learning Objective 4: Students will be able to recognize and critically investigate the various socio-political forces that have historically and currently excluded individuals from societies across the globe, the structures of various kinds of oppression (e.g. racism, gender discrimination, sexual harassment and violence, etc.), the different levels on which they occur, and the forces that create, maintain, and perpetuate them.

| Criteria | Exceeds Expectations | Meets Expectations | Working Towards Expectations | Does Not Meet Expectations | Not Applicable as Criteria |
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| Examining Diversity and Power through Dialogic Engagement (TOI3-1) | Demonstrates nuanced and critical understanding of cultural, social, and/or biological diversity in national and global contexts. | Identifies key aspects of diversity and explains how power and privilege influence social group identities with some critical insight. | Recognizes basic aspects of diversity and makes limited or general connections to power and privilege. | Demonstrates minimal understanding of diversity and does not connect to power and privilege. | Objective not applicable. |
| Identity, Intersectionality, Allyship & Accompliceship (TOI3-2) | Either insightfully analyzes how personal and group identities intersect with systems of oppression and empowerment; or articulates strategies for being a respectful and responsible ally and accomplice to individuals or groups they do not identify with; or both. | Explains how identity relates to oppression and empowerment and provides examples of allyship or accompliceship behavior. | Makes basic connections between identity and oppression in social structures but shows limited understanding of allyship or accompliceship. | Demonstrates minimal recognition of identity intersections or allyship. | Objective not applicable. |

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| <p>Foundations of Social Inclusion & Democracy (TOI3-3)</p> | <p>Critically evaluates democratic principles and inclusion practices across national and global contexts; proposes actionable strategies to create and sustain inclusive democratic spaces.</p> | <p>Discusses democratic and inclusive practices with some global awareness and suggests strategies to promote them.</p> | <p>Identifies democratic or inclusive practices but with little application or context for action.</p> | <p>Demonstrates minimal understanding of inclusion or democracy.</p> | <p>Objective not applicable.</p> |
| <p>Global & Socio-Political Awareness & Structural Oppression (TOI3-4)</p> | <p>Critical analysis of socio-political forces that create and sustain multiple forms of oppression and exclusion; examines how these forces operate at multiple levels.</p> | <p>Explores socio-political forces with some global context; recognizes that groups are affected by different structures of oppression and exclusion.</p> | <p>Identifies socio-political forces but lacks global depth and provides limited identification of structural oppression and exclusion.</p> | <p>Demonstrates minimal recognition of socio-political forces or oppression.</p> | <p>Objective not applicable.</p> |