

SOCIAL JUSTICE CORE OUTCOME — Rubric

(draft 12/18/15; revised 4/18/16)

Social Justice outcome: to evaluate the nature and consequences of past, present, and potential social injustices, as well as to develop strategies to overcome and prevent them.

This rubric is meant to help determine whether our students are learning the lifelong (skill, commitment, what) of Social Justice. Below are four common sense areas to assess whether student work demonstrates social justice in their fields of study.

Evaluators are encouraged to assign a zero to any student work that does not meet minimal (cell one) performance, or which exhibits evidence of plagiarism.

Note: this rubric is intended for evaluating student learning about social justice, not for grading the work.

Course and Section _____ Student Name or Number _____

OUTCOMES	CRITERIA			
	Strong—3	Progress—2	Minimal Learning—1	No Learning or n/a—0
Identify: current social injustice issues and practices/policies that seem to cause them.	Student describes at least 3 relevant practices/policies that cause unfairness or inequality for a given social issue	Describes 2 causes	Describes 1 cause	No relevant descriptions, or outcome was not part of the assignment
Identify: ethical values, including elements of the UIW Mission that relate to current social injustice issues.	Student clearly identifies source of values/principles as UIW Mission/Catholic Social Teaching or a related values tradition	Somewhat clear on where values/principles come from	Vague about source	Doesn't cite source, or outcome was not part of the assignment
Analyze: ethical arguments that defend and oppose current practices/policies and draw a conclusion about social injustice.	Student explains pro and con on a social issue and uses 3 ethical values/principles to draw a conclusion about injustice	Uses 2 ethical values/principles	Uses 1 ethical value/principle	Confused about what is an ethical value/principle, or outcome was not part of the assignment
Devise: actions/strategies to prevent and overcome social injustice in society.	Student describes at least 2 realistic actions/strategies to reduce social injustice	Describes 1 realistic action/strategy	Describes 1 somewhat realistic action/strategy	Describes unrealistic action/strategy(s), or outcome was not part of the assignment