

## Power and Race Assessment Rubric

ILO	Sufficient	Insufficient
<p><b>1. Explain how inequalities in US power dynamics are produced and sustained by ideas about race and ethnicity.</b></p>	<p>The student can describe how concepts of race and ethnicity are socially constructed and deployed to maintain social inequalities.</p>	<p>The student discusses race/ethnicity without reference to its social construction and power dynamics.</p>
<p><b>2. Examine cultural differences and evaluate how these cultural differences are shaped by power, privilege, and inequality.</b></p>	<p>The student assesses definitions of culture and the distinctive practices and narratives that define the culture(s) examined in the assignment.</p> <p>The student examines how inequality contributes to cultural differences that are deemed “normative” or “deviant”, and considers the role of privilege in shaping cultural differences.</p>	<p>The student simply defines culture and factors that constitute cultural differences.</p> <p>The student fails to consider the role of privilege in shaping cultural norms and deviance.</p>
<p><b>3. Analyze race and ethnicity using concepts and tools of inquiry.</b></p>	<p>The student applies disciplinary- and context-specific methods and terminology to race and ethnicity, with particular attention to intersectionality (e.g., race, class, color, gender, sexuality, etc.).</p>	<p>The student can define and use basic methods and terms but does not integrate them intersectionally.</p>
<p><b>4. Reflect critically on how racism, ethnocentrism, power, privilege, and inequality shape their own individual experiences and the experiences of others.</b></p>	<p>The student reflects on their own position relative to power and privilege, and how this shapes their perspective and relations to others.</p>	<p>The student can identify that racism and power exist but cannot make a connection with their own experience.</p>