

# INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

For more information, please contact [value@aacu.org](mailto:value@aacu.org)

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are designed to be used in the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: understand others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and flexibly to unfamiliar ways of being.

It is informed in part by Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M. J. [1993]. Towards ethnorelativism: A developmental model of cultural sensitivity. In R. M. Paige [Ed.], Education for the intercultural experience [pp. 22-71]. Intercultural Press). In addition, the rubric is informed in part by Deardorff's intercultural framework, which is the first research-based consensus model of intercultural competence (Deardorff, D. L. [2005]. Identification and assessment of intercultural competence as a student outcome of internationalization. Journal of Studies in International Education, 10(3), 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in



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Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Knowledge Cultural self-awareness	Articulates insights into own cultural rules and biases (e.g., seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).	Recognizes new perspectives about own cultural rules and biases (e.g., not looking for sameness; comfortable with the complexities that new perspectives offer).	Identifies own cultural rules and biases (e.g., with a strong preference for those rules shared with own cultural group and seeks the same in others).	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group[s]) (e.g., uncomfortable with identifying possible cultural differences with others).
Knowledge Knowledge of cultural worldview frameworks	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.		

