# Essential Skill: Personal & Social Responsibility

**Sources:** the WICHE Passport rubrics, PDQ, LEAP Value Rubrics, and the Carnegie Foundation. Examples of assessments are described in the “[Passport Learning Outcomes and Proficiency Criteria](http://www.wiche.edu/passport/interstate_passport_components)” that could be used to measure the achievement of personal and social responsibility skills in discipline-specific contexts.

The following rubric describes the progression in skill level and understanding that students should demonstrate as they develop their personal and social responsibility skills in general education classes.

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| **Dimension** | **0 = No Evidence** | **1 = Emerging** | **2 = Developing** | **3 = Proficient** |
| **Intercultural reasoning and intercultural competence:** Recognize and evaluate personal or social issues as they intersect with culturally specific perspectives. | No description of personal and social justice issues are provided. | One or more personal and/or social justice issues as they relate to a specific context are recognized and described but not further evaluated. | Evidence of recognition of certain relevant issues, strategies are developed for working with one’s own and others’ perspectives and ethnocentrism. | Personal and social justice issues are recognized and evaluated as they relate to specific contexts and multiple solutions are compared and contrasted across social and cultural relationships. |
| **Sustainability and the natural and human worlds:** Recognize and explain issues concerning human activity and its effects on the natural world. | There is no explanation of the impact humans have on the world. | One or more impacts (environmental, socio-cultural, political, and/or economic systems, etc.) humans have on the sustainability of the natural and human worlds are provided. | The relationship among environmental, socio-cultural, political, and/or economic systems, etc, as they interact with and affect the sustainability of the natural and human worlds are provided. | Specific local or global issues are analyzed and strategies are developed for creating sustainable systems in the natural and human world. |
| **Ethical reasoning:** Understand various ethical theories and how they speak to human problems. | No ethical theories are provided. | One or more ethical theories are recognized. | Ethical issues are described in specific relationships between ethics, ethical systems and moral norms. | The ability to compare a range of ethical perspectives is evident and contextualized; an ethical solution is posed based on one or more of those perspectives. |
| **Collaboration skills, teamwork and value systems:** Be accountable to and work with others in effective ways towards a shared goal. | No evidence of effective teamwork or shared accountability in the assignment. | It is evident that group members shared obligations and accountability in completing a group assignment, but in limited ways. | A demonstration of personal and mutual accountability among group members is evident; individual strengths being utilized in meeting group objectives is evident. | A group project is effectively completed utilizing the individual strengths of different members, all sharing mutual accountability; reflection on the impact and effectiveness of team work is given, possibly with ideas on how to improve future collaborative work. |
| **Civic discourse, civic knowledge and engagement:** Recognize a variety of positions on different global and personal issues. | No explanations or evaluations on a position regarding personal and global issues is given. | One or more positions on an issue, value, or practice is recognized and explained in limited ways; a specific position (personal or otherwise) is related to a problem at hand. | The ability to participate in respectful civic dialogue that shares differing perspectives is demonstrated; it is recognized that there are multiple valid responses to personal and global issues. | Critical inquiry and/or deduction from evidence of the organizational, cultural, economic, or political factors that hinder or support solutions to personal and global problems is demonstrated. |

**Student Artifact Guidelines:** Assignments best suited for the Personal & Social Responsibility Essential Skill involve work that either (1) entails collaboration or discourse with peers and/or others, or (2) reflections and critical thought about global, social, political, cultural issues. Possible assignments include but are not limited to: research papers, reports, debates, group assignments, blogs, case studies, and papers incorporating and responding to multiple perspectives.