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|  | 0 No Evidence | 1 Below Expectations | 2 Meets Expectations | 3 Exceeds Expectations | N/A | N/S |
| **Goal 1. Students will develop an understanding of the historical experiences and contributions of African-Americans.** | | | | | | |
| *Objective A.* Students will be able to identify and describe examples of African-American experiences and/or contributions. | Does not provide an example. | Identifies at least one example, but does not provide any description. | Identifies multiple examples and provides some description. | Identifies multiple examples and provides detailed and thorough descriptions of them. |  |  |
| *Objective B.* Students will be able to identify and explain how the intersectionality of race, class, gender, and sexuality shape experience, self-identity, and/or point of view.. | Does not provide an example. | Identifies at least one example, but does not provide any explanation. | Identifies multiple examples and provides some explanation. | Identifies multiple examples and provides detailed and thorough explanations of them. |  |  |
| **Goal 2. Students will develop an awareness of how historical factors have produced distinct challenges for African-Americans.** | | | | | | |
| *Objective A.* Students will be able to identify and explain the historical challenges faced by African-Americans. | Does not identify any historical challenges. | Identifies at least one historical challenge, but does not explain the challenge(s). | Identifies multiple historical challenges and provides some explanation. | Identifies multiple historical challenges and provides detailed and thorough explanations of them. |  |  |
| *Objective B.* Students will be able to analyze connections between the historical past and contemporary experience of African-Americans. | Does not analyze any connections. | Recognizes at least one connection, but does not analyze the connection(s) or may not be accurate in their analysis. | Recognizes multiple connections and provides some accurate analysis. | Recognizes one or more connections and provides detailed and thorough analysis of them. |  |  |
| *Objective C.* Students will be able to discuss the dynamics of race and privilege relevant to the course content. | Does not identify the concept of race and privilege. | Identifies the concept of race and privilege, but does not relate it to the course content. | Identifies the concept of race and privilege and its relevance to the course content. | Identifies the concept of race and privilege and applies it to understanding the course content. |  |  |
| **Goal 3. Students will learn discipline-appropriate discourse for discussing African-American experiences** | | | | | | |
| *Objective* Students will be able to identify, define, and/or use discipline-appropriate concepts and vocabulary for discussing the course material. | Does not identify, define, or use discipline-appropriate concepts and vocabulary. | Identifies, defines, or uses some discipline-appropriate concepts and vocabulary. | Identifies or defines a majority of discipline-appropriate concepts and vocabulary OR uses discipline-appropriate concepts and vocabulary in the majority of the work. | Identifies or defines all discipline-appropriate concepts and vocabulary OR consistently uses discipline-appropriate concepts and vocabulary |  |  |
| N/A is used when the objective was not part of the original assignment. It is recorded once for the assignment, not for individual students. | | | | | |
| N/S is to be used to account for students who did not submit the assignment(s) on which the assessment is based. | | | | | | |