

**Integrated Competencies Rubric HUMA 4141**

|   | Level 1 (>D+)<br>Inadequate   | Level 2 (C/C+)<br>Competent  | Level 3 (B/B+)<br>Proficient   | Level 4 (A)<br>Advanced  | Level 5 (A+)<br>Perfect |
|---|---|--|--|--|-------------------------|
| /10   | 1   | 1.25   | 1.5  | 1.75   | 2                       |
| Course Terminology<br><b>KNOWLEDGE FOUNDATIONS</b>  | No relevant or appropriate course terms were used.  | Limited use of course terms and a lack of explanation around their role in this response.  | A proper and sufficient use of terms is evident in this response.  | Excellent connections were made between course terms and the student's logic / response.   |                         |
| Course Concepts<br><b>KNOWLEDGE FOUNDATIONS</b>     | No relevant or appropriate course concepts were used.   | Limited use of course concepts, but with a lack of explanation of core issues and/or practices, and omission of key concepts.          | A sufficient use of course concepts, core issues and practices, but still with some glaring omissions (i.e. no reference to the UN conventions).                         | Excellent references were made to core issues and practices, including the consideration of social variables such as gender.   |                         |
| Information Literacy<br><b>PROCEDURAL KNOWLEDGE</b> | No relevant or appropriate references were made.  | Limited or inappropriate (beyond the course scope or too simplistic) references were used, and some citations were not made correctly. | Appropriate references were made, but perhaps limited (i.e. nothing outside of the course was used) but citations were made correctly.                                   | Incorporates material from the course as well as outside of it (i.e. journal article, internet sites...). Their citations are correct and their choices in resources make logical sense. |                         |
| Inquiry<br><b>PROCEDURAL KNOWLEDGE</b>              | No reference to how a children's rights based approach impacted their process of investigation. | Limited reference to how a children's rights based approach impacted their process, with potential errors of omissions in their work.  | Effective use of a children's rights based approach in their process of investigation, but stronger connections could have been made to issues raised during the course. | Expert integration of a children's rights based approach in their investigation of issues surrounding youth and technology.  |                         |
| Application<br><b>PROCEDURAL KNOWLEDGE</b>          | No connections made between course content and current trends in North America. context.        | Made an attempt to consider the North American context, but there are errors in their application of ideas that need to be addressed.  | Sufficient considerations are made of between the course content and the North American context, but no reference to improved rights for children.                       | Excellent connections made between course content and current trends in North American society around youth and technology / digital usage.  |                         |

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|--|---|---|---|---|-------------------------|
| /15  | 1.5   | 2   | 2.25  | 2.5   | 3                       |
| <b>Empathy</b><br><b>PERSPECTIVE</b><br><b>TAKING</b>          | No demonstration of the relevance or importance of this material to society.  | Made an attempt to connect this material to the real-world, but don't tie their thinking together effectively.  | Effective connections were made between course material and the importance of concepts to everyday life.  | The response expertly draws on course content to explain and extend the thinking to practical / everyday life applications  |                         |
| <b>Creativity</b><br><b>PERSPECTIVE</b><br><b>TAKING</b>       | No demonstration of unique thought, mostly copied ideas from the textbook or course resources.  | Made an attempt to demonstrate new or interesting ideas, but defaulted mostly to echoing the voice of the instructor or course resources.                   | Effective demonstration of the student's ability to present new, interesting, or unique arguments.  | The response expertly connects course content with interesting, unique thinking, that ultimately produces a new and engaging argument.  |                         |
| <b>Communication</b><br><b>PERSPECTIVE</b><br><b>TAKING</b>    | Response is hard to understand, poorly organized and with grammar and spelling so poor that it makes it hard to understand what is being put forward. | Writing is comprehensible, but better proof reading is recommended. Organization is adequate, but could be improved for a better flow of ideas.             | Response is easy to follow and organized effectively. There are few or no spelling / grammar errors to distract from the flow of ideas.                                     | The organization of this response supports and enhances the flow of ideas and makes the submission more engaging and/or persuasive to read.                                       |                         |
| <b>Critical Thinking</b><br><b>KNOWLEDGE</b><br><b>AGILITY</b> | No demonstration of logic in this answer (i.e. what they think and why that makes sense given the course material and/or additional resources).       | Limited demonstration of logic. It's unclear how their thinking got them to their answer, and it doesn't make sense how course content has been integrated. | A well-reasoned response, with an accurate display of their thinking process, but not as course concepts have been integrated in a clunky, less fluid manner than expected. | A very well thought out and logical answer that demonstrates a very strong understanding of course concepts and how they are / could be applied to this assignment.               |                         |
| <b>Problem Solving</b><br><b>KNOWLEDGE</b><br><b>AGILITY</b>   | No demonstration of the methods of analysis used (i.e. how they got to their answer).   | Analysis methods are attempted, but with errors and a lack of structure when expressing how challenges were addressed.                                      | Analysis methods used were mostly correct, but a more thoughtful expression of process (identify and solve challenges) is needed.   | Analysis methods are used properly and presented correctly, with a clear expression of what worked / what didn't and their approach to handling challenges within the assignment. |                         |

# Feedback

## LEVEL 1 – Inadequate

### KNOWLEDGE FOUNDATIONS

- Lacks connections to course materials, terms, and ideas. The student makes very little use of course material and instead speaks only in general statements about their own opinions without ever substantiating or backing it up.
- Contact the instructor to clarify any questions you might have about the material. We are here to support you!

### PROCEDURAL KNOWLEDGE

- Lacks critical analysis. The writing fails to address “who benefits questions” and never actually explores issues of power and representation BUT instead only retells the same story.<sup>[1][1]</sup><sub>[SEP]</sub>
- Too much summary of text without analysis (ie/ too much “what” and not enough “so what” or why it matters to children’s real lives).
- The work fails to take a global and intersectional approach that is right’s based and informed by the UNCRC.<sup>[1][1]</sup><sub>[SEP]</sub>

### PERSPECTIVE TAKING

- Try to put yourself in the shoes of a another when your answering these problems. How does your bias create blind spots to your research and your opinions?
- Don’t be afraid to make creative leaps in thinking as you work to connect ideas you are studying about to the answering of this specific question

### KNOWLEDGE AGILITY

- Ideas are only as strong as the way you present them, pay attention to structure
- Make sure you articulate your process of analysis (i.e. coming to your decision)
- Challenges always exist. Really think about what is hard and how you handle it

# Feedback

## LEVEL 2 – Competent

### **KNOWLEDGE FOUNDATIONS**

- You use concepts and terms but without the required breadth and depth for success in a fourth-year course.
- At the fourth-year level you are required to demonstrate engagement with terms and concepts that goes beyond simply naming the ideas. You need to unpack, explore, and connect.

### **PROCEDURAL KNOWLEDGE**

- The work provides minimal critical analysis. The writing begins to explore issues of power and representation, however, lacks the depth and breadth required for success in a fourth-year course. Consider a stronger connection to course terms and concepts when completing future tasks. Perhaps a return to earlier work in the CCY Program (year 1-3 courses) may be a space for help with this issue.
- “A rights based approach” is a core requirement to our exploration of children’s local and global lives. The work submitted offers some insight into the UNCRC but a more direct and specific citation of the Convention and of the work of local and global governments to implement the UNCRC with direct connection to the topic studied would be a benefit.

### **PERSPECTIVE TAKING**

- Seeing Children’s global lives with more than “Western eyes” is essential. How does privilege impact your ability to be an adult ally?
- Consider how someone in opposition to your viewpoint might approach this topic? Are there valid counter arguments to increasing children’s rights? The historical lack of children’s global rights suggests that an opposition does exist.

### **KNOWLEDGE AGILITY**

- Work to draft stronger sentences in your communication of key ideas
- Develop your analysis by naming not only the steps you take, but your thinking
- Make it clearer how you identified and overcame challenges in this process

# Feedback

## LEVEL 3 – Proficient

### **KNOWLEDGE FOUNDATIONS**

- Your understandings of the course concepts are strong, but you can work on continuing to develop your central point.
- Instead of listing key terms or concepts, connect them to the context of your answer with more detail and clarity
- Consider using stronger language. Consider expanding your vocabulary to include concepts based in critical theory.

### **PROCEDURAL KNOWLEDGE**

- Consider how an additional hour of review (in terms of editing) and reflection (in terms of self-reflexive contemplation on your process of learning) could add to your work.
- Does your work include an exploration of all 3 voices of contemporary children's culture?

### **PERSPECTIVE TAKING**

- Consider the specific people and places that would be affected by this question
- Answers aren't just right/wrong, what might a creative solution to look/sound like?

### **KNOWLEDGE AGILITY**

- Try to be more consistent, clear, and cohesive in your answer
- Focus on your powers of observation, attention is one of your greatest resources
- Explain the problem in more detail, share why you chose one answer over another

# Feedback

## LEVEL 4 – Advanced

### **KNOWLEDGE FOUNDATIONS**

- You are displaying and developing your understanding of course concepts and key terms with great skill
- In order to work towards mastery, try to challenge yourself to find new and interesting connections outside of the most obvious ones.
- Consider connecting the key terms and concepts in this course to the terms and concepts you have learned in other courses at York.

### **PROCEDURAL KNOWLEDGE**

- Work to diversify the sources of information and ideas that you draw from
- Offer insights based on the process you used and tell us how you might improve upon it the next time you were to carry out a similar exercise
- Offer more than just a critique or a summary of the UNCRC. What solutions might exist? What has not yet been thought of? Spoken of? Or considered?

### **PERSPECTIVE TAKING**

- Use empathy as a predictive tool, how might this coursework relate to “what if’s”?
- New ideas or inventions are created every day, how can you challenge yourself to make an interesting connection between course work and this question?

### **KNOWLEDGE AGILITY**

- Consider your answer as having a beginning (engaging hook), middle (arguments and evidence) and end (strong conclusion of ideas)
- Reasoning is a process that requires evidence, share what lead you to your answer
- Instead of just stating problems and solutions, tell us how your own personal experiences and history played into your challenges and solution process