

ASSESSMENT & REFLECTION

ASSESSMENT RUBRIC FOR CIVIC PROFESSIONALISM

LEARNING OBJECTIVES

- 💡 **Develop a capacity to navigate different perspectives and engage in public-problem solving.**
- 💡 **Learn to identify strategies for working with a diverse set of stakeholders to facilitate positive change.**

ASSESSMENT OVERVIEW

This rubric has been developed to support a democratic assessment process in which participants use strategic questions and critical reflection to grow as civic professionals. This evaluative tool offers a process for guiding students in using the rubric to assess their mastery of the concepts and skills introduced in this guide.

Consider using this tool several times over the course of the curriculum as students progress through the lessons in this toolkit. This is an opportunity for participants to grow toward mastery, regardless of where they are at the beginning of the process.

DEMOCRATIC SKILLS & PRACTICES

In using this assessment process, review this core set of democratic skills that civic professionals need to develop:

- Sharing public narratives
- Listening eloquently
- Naming and framing community issues
- Collaborating with diverse stakeholders
- Facilitating constructive conversations
- Engaging in public work
- Reflecting on community practice for civic learning and deeper impact

The process of exploring the practices associated with each skill is best done with students in an ongoing manner. As you review the democratic skills and practice examples in the chart below, ask students to further define these skills through experiences they have had in this learning community. You should also ask for suggestions about how students have developed these skills through the civic prompts in this toolkit. Brainstorm ways students can work towards mastery of these skills.

DEMOCRATIC SKILL	PRACTICE EXAMPLES
Sharing public narratives	Craft stories of self, us, and now, offering insight into identity and values to compel people to act
Listening eloquently	Seek common purpose through encounters with others that embody presence and empathy
Naming and framing issues	In discussing issues, use language that resonates with people, makes them feel like they belong, and values diverse perspectives in seeking potential solutions
Collaborating with diverse stakeholders	Find mutual interests in working with people to address problems
Facilitating constructive conversations	Lead dialogue to bridge differences
Engaging in public work	Bring diverse group of people together to build sustainable products of public value
Reflecting on community practice	Learn through exploration and analysis of real-world experiences

REFLECTION QUESTIONS

The format of this assessment is intentionally organized to help students grow and move towards mastery using reflective questions, as opposed to the type of developmental grid often used for assessment (which sees learners as in need of moving from novice level to mastery). Our experiences and expertise are more complicated, as we are all always in becoming. As a result, this assessment rubric is meant as a “living” document, using questions to engage in reflective practice. Invite students to respond to—and refine—the questions throughout the process of reflecting on their learning.

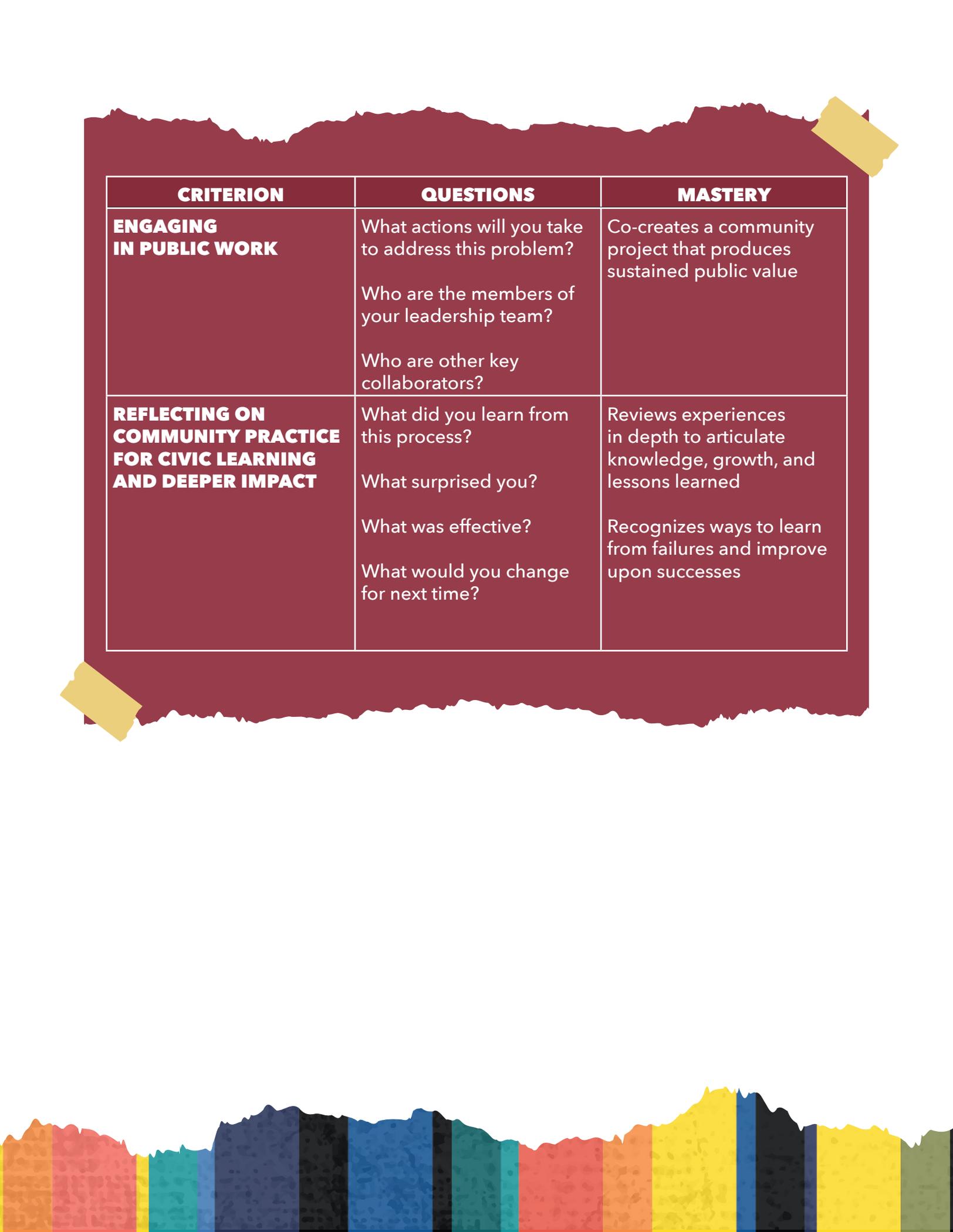
The assessment is best done as part of an ongoing curation of learning, not simply a single end-of-session evaluation requirement. Consider using questions at the end of each lesson as part of a public evaluation. During these ongoing class sessions, the most relevant questions can be reflected upon individually, and then addressed in pairs leading to group dialogue.

Further, ask students to reflect in a journal between sessions as part of a learning portfolio. In using this more sustained, developmental approach, students commit to developing growth over time. This involves inviting students to recognize their learning as they make meaning of their experiences and skills, while capturing artifacts and reflections in their journeys to civic professionalism.

ASSESSMENT RUBRIC FOR DEMOCRATIC SKILLS

CRITERION	QUESTIONS	MASTERY
SHARING PUBLIC NARRATIVES	<p>What is the change you would like to make in the world?</p> <p>Why are you called to make this change?</p> <p>What specific experiences have shaped your story?</p>	<p>Able to share "story of self" and articulate why the issue is important through story and data</p> <p>Able to connect personal narrative with broader community interests and concerns</p>
LISTENING ELOQUENTLY	<p>Who are the key stakeholders of the issue you want to address (people who care about/are affected by the issue or have power or resources to address it)?</p> <p>What are their interests?</p> <p>Can you find mutual interests?</p> <p>What is your position on this topic?</p> <p>How does your positionality affect your understanding of the issue?</p> <p>How are issues of equity related to understanding this issue?</p>	<p>Able to discern the interests of others and find common ground</p> <p>Finds multiple avenues to hear stories, especially the narratives of people in marginalized communities and those most affected by the issue being addressed</p> <p>Understands different perspectives and demonstrates willingness to work through differences or disagreements</p>

CRITERION	QUESTIONS	MASTERY
NAMING AND FRAMING COMMUNITY ISSUES	<p>What are the various ways you might “name” the problem with a broader public?</p> <p>How do key stakeholders name the problem?</p> <p>What are some choices for taking civic action?</p>	<p>Recognizes the complexity of ways issues are experienced and understood in a community</p> <p>Prioritizes shared values by articulating the trade-offs and benefits of various choices</p> <p>Identifies preferred choices for the community</p>
COLLABORATING WITH DIVERSE STAKEHOLDERS	<p>What skills do you have to address the problem?</p> <p>What skills do you need to develop further?</p> <p>What strategies and assets are available to address this problem?</p>	<p>Understands civic responsibility and demonstrates a commitment to work with others</p> <p>Finds ways to unleash stakeholders’ assets and skills</p>
FACILITATING CONSTRUCTIVE CONVERSATIONS	<p>How might you facilitate conversations among key stakeholders?</p> <p>What methods would work best?</p> <p>How can you draw upon indigenous knowledge?</p>	<p>Has an awareness of positionality and best ways to empower local community members</p> <p>Creates democratic spaces for dialogue and deliberation</p>



CRITERION	QUESTIONS	MASTERY
ENGAGING IN PUBLIC WORK	What actions will you take to address this problem? Who are the members of your leadership team? Who are other key collaborators?	Co-creates a community project that produces sustained public value
REFLECTING ON COMMUNITY PRACTICE FOR CIVIC LEARNING AND DEEPER IMPACT	What did you learn from this process? What surprised you? What was effective? What would you change for next time?	Reviews experiences in depth to articulate knowledge, growth, and lessons learned Recognizes ways to learn from failures and improve upon successes