



Curriculum & Instruction Program
Signature Assignment for EDCI 530
Position Paper

Student Learning Outcome Assessed:

SLO #3: Identify and analyze current multicultural issues and policies in education in the U.S. and globally from a critical perspective.

Description of the Signature Assignment

Current multicultural issues and policies in education cannot be separated from the past, nor be removed from individual participants. To measure candidates learning outcome in identifying and analyzing these issues from the U.S. and global perspectives, a position paper can provide appropriate insights. Individual candidates will be able to examine their own knowledge and skills of cross-cultural education from the U.S. and global perspectives, critically position themselves among the myriad theoretical and social cultural traditions, and make individual plans for further professional development. This position paper will function as a hub to synthesize present in connection to past and future, and individuals in relation to myriad social cultural and policy issues.

Directions for Students

Through a particular self-study method of the individual instructor's choice, candidates will write a paper that ranges 8-12 pages (double-spaced). The paper will analyze the development of individual candidate's cross-cultural knowledge and skills in promoting educational equity amongst various social cultural groups, such as those grouped by race/ethnicity, social class, religion, gender, language, and exceptionality. Both U.S. and global perspectives will be considered in the analysis.

Scoring Rubric:

Criteria	4 = Exceeds expectations	3 = Meets expectations	2 = Meets some expectations	1 = Does not meet expectations	0 = Unable to score; incomplete or missing work	Final Score
<p>1. Cross-cultural knowledge and skills in race/ethnicity and social class from both US and global perspectives</p>	<p>Description of individual's cross-cultural knowledge and skills about race/ethnicity and social class from US and global perspectives is detailed and comprehensive; analysis of these knowledge and skills demonstrated in-depth command of related theories and traditions; self positioning is logically sound.</p>	<p>Description of individual's cross-cultural knowledge and skills about race/ethnicity and social class from US and global perspectives is detailed; analysis of these knowledge and skills demonstrated good command of related theories and traditions; self positioning is reasonable.</p>	<p>Description of individual's cross-cultural knowledge and skills about race/ethnicity and social class from US and global perspectives is general; analysis of these knowledge and skills demonstrated some command of related theories and traditions; self positioning is not well supported.</p>	<p>Description of individual's cross-cultural knowledge and skills about race/ethnicity and social class from US and global perspectives is brief; analysis of these knowledge and skills demonstrated little command of related theories and traditions; self positioning is not logical.</p>	<p>Incomplete or missing analysis on race and ethnicity</p>	
<p>2. Cross-cultural knowledge and skills in religion and gender/sexual orientation from both US and global perspectives</p>	<p>Description of individual's cross-cultural knowledge and skills about religion and gender/sexual orientation from US and global perspectives is detailed and comprehensive; analysis of these knowledge and skills demonstrated in-depth command of related theories and traditions; self positioning is logically sound.</p>	<p>Description of individual's cross-cultural knowledge and skills about religion and gender/sexual orientation from US and global perspectives is detailed; analysis of these knowledge and skills demonstrated good command of related theories and traditions; self positioning is reasonable.</p>	<p>Description of individual's cross-cultural knowledge and skills about religion and gender/sexual orientation from US and global perspectives is general; analysis of these knowledge and skills demonstrated some command of related theories and traditions; self positioning is not well supported.</p>	<p>Description of individual's cross-cultural knowledge and skills about religion and gender/sexual orientation from US and global perspectives is brief; analysis of these knowledge and skills demonstrated little command of related theories and traditions; self positioning is not logical.</p>	<p>Incomplete or missing analysis on religion</p>	

Criteria	4 = Exceeds expectations	3 = Meets expectations	2 = Meets some expectations	1 = Does not meet expectations	0 = Unable to score; incomplete or missing work	Final Score
3. Cross-cultural knowledge and skills in language and exceptionalism from both US and global perspectives	Description of individual's cross-cultural knowledge and skills about language and exceptionalism from US and global perspectives is detailed and comprehensive; analysis of these knowledge and skills demonstrated in-depth command of related theories and traditions; self positioning is logically sound.	Description of individual's cross-cultural knowledge and skills about language and exceptionalism from US and global perspectives is detailed; analysis of these knowledge and skills demonstrated good command of related theories and traditions; self positioning is reasonable.	Description of individual's cross-cultural knowledge and skills about language and exceptionalism from US and global perspectives is general; analysis of these knowledge and skills demonstrated some command of related theories and traditions; self positioning is not well supported.	Description of individual's cross-cultural knowledge and skills about language and exceptionalism from US and global perspectives is brief; analysis of these knowledge and skills demonstrated little command of related theories and traditions; self positioning is not logical.	Incomplete or missing analysis on language	
4. Overall appearance and writing skills	The overall appearance of the paper demonstrates excellent command of the required format, as well as academic writing skills regarding basic grammar, spelling, organization and logic flow.	The overall appearance of the paper demonstrates good command of the required format, as well as academic writing skills regarding basic grammar, spelling, organization and logic flow.	The overall appearance of the paper demonstrates some command of the required format, but includes some grammatical and spelling errors. The organization and flow of the paper shows some incoherence.	The overall appearance of the paper does not meet the format requirement, includes some grammatical and spelling errors. The organization and flow of the paper shows some incoherence.	Paper is not comprehensible, or plagiarized	
Total						

Evaluation of EDCI 530 Signature Assignment
Candidate Name _____

Criteria	Score				
	0	1	2	3	4
Cross-cultural knowledge and skills in race/ ethnicity and social class from both US and global perspectives	0	1	2	3	4
Cross-cultural knowledge and skills in religion and gender/ sexual orientation from both US and global perspectives	0	1	2	3	4
Cross-cultural knowledge and skills in language and exceptionalism from both US and global perspectives	0	1	2	3	4
Overall appearance and writing skills	0	1	2	3	4

Legend

Total Points	College of Education Assessment Scale Equivalent
14-16	4 (Exceeds Expectations)
12-13	3 (Meets Expectations)
9-11	2 (Meets Some Expectations)
6-9	1 (Does Not Meet Expectations)
0-5	0 (Can't Score)