



# Core Competency Scoring Rubric

## Ferris State University

### Diversity (Understanding Race, Ethnicity, and Gender) – DIVU2

**Analyze constructs** – Students will explain ways in which race, ethnicity, and/or gender are culturally and socially constructed.

*Evaluated during the spring semester of odd-numbered years.*

Level	Description
<b>4 – Advanced</b> Advanced performances exceed the expectations for Ferris graduates. This work shows an effective and well-developed response to the learning outcome. These students represent the strongest fraction of our graduates.	Demonstrate a sophisticated and multi-layered ability to explain ways in which race, ethnicity, and/or gender are culturally and socially constructed.
<b>3 – Proficient</b> Proficient performances meet the expectations for Ferris graduates. This work demonstrates a sufficient response to the learning outcome with regard to scope and accuracy. All students are expected to attain this level of ability by graduation.	Demonstrate an advanced ability to explain ways in which race, ethnicity, and/or gender are culturally and socially constructed.
<b>2 – Progressing</b> Developing performances approach the expectations for Ferris graduates. Although this work is more accomplished than that of novices, the scope and accuracy of the response does not yet satisfactorily address the learning outcome. This should be true of most first and second year students.	Demonstrate a basic ability to explain ways in which race, ethnicity, and/or gender are culturally and socially constructed.
<b>1 – Beginning</b> Beginning performances do not meet the expectations for Ferris graduates. This work exhibits a novice level of ability with regard to addressing the learning outcome. This is the expected skill level for our incoming freshman.	Demonstrate a partial ability to explain ways in which race, ethnicity, and/or gender are culturally and socially constructed.
<b>0 – Unsatisfactory</b> Unsatisfactory performances neither meet the expectations for Ferris graduates nor those for incoming freshmen. This work exhibits profound deficiencies and/or is incomplete.	Demonstrates little ability to explain ways in which race, ethnicity, and/or gender are culturally and socially constructed.