

Multiple Cultural Perspectives Cumulative Skill

Evaluation Criteria	Student needs intervention	Student is developing progress/proficiency	Student demonstrates progress/proficiency
Cultural self-awareness	Shows minimal or no awareness of own cultural rules and biases (even those shared with own cultural group(s))	Asks deeper questions about other cultures and seeks out answers to these questions.	Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/ his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)
Knowledge of cultural worldview frameworks	Demonstrates little surface understanding of the complexity of elements important to members of another culture in relation to its history, political-economy, values, style of communication, beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, political-economy, values, style of communication beliefs and practices.	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, political-economy, values, style of communication beliefs and practices.
Empathy	Analyses the experiences of others only through one's own personal worldviews.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Interprets intercultural experience from the perspectives of one's own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.
Curiosity	Demonstrates minimal interest in learning about other cultures	Asks questions about other cultures, and seeks out answers to these questions.	Asks complex questions about other cultures, Seeks out and articulates answers to these

			questions that reflect multiple cultural perspectives.
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