

ATTITUDES, SKILLS & KNOWLEDGE SHORT SCALE PLUS (A.S.K.S²⁺)

AFTER EXPERIENCE

As you conclude this experience, please respond to the following statements using the 6 point scale by rating the degree to which the statement represents your behaviors:

Where are you now?

	1 not at all I am not aware of or do not recognize this behavior.	2 low degree I am only aware of and recognize this behavior.	3 somewhat low degree I cooperate or comply with this behavior if required by others.	4 somewhat high degree I recognize the value of and prefer this behavior.	5 high degree This behavior is an important priority to me.	6 very high degree This behavior is natural to me, is habitual to me, and embodies who I am.
1. I welcome interactions with people who are culturally different from me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I reserve judgment during interactions with people culturally different from me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I ask questions about other cultures different than my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I seek answers to questions about cultural differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I understand differences in forms of <u>verbal communication</u> in different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I understand differences in forms of <u>non-verbal communication</u> in different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I use a world view different from my own to interpret the views and actions of persons from different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I act in a supportive way that recognizes the feelings of different cultural groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I understand the importance of politics, history, beliefs, values economics and communication styles to members of different cultural groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I differentiate the complex beliefs, values, communication styles, customs, politics, history and economics among cultural groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I am aware of my own cultural rules and biases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I can describe my personal cultural rules and biases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I actively seek to improve my understanding of the complicated differences among cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I am aware of how my own experiences have shaped my personal rules or biases about cultural differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Boxes are clickable items if completing on a computer.

SOURCE: Items 1-14 were adapted from the AAC&U VALUE Rubric: <https://www.aacu.org/value/rubrics/intercultural-knowledge>
SCALE DEVELOPERS: Horane A. Holgate, M.A., Heidi E. Parker, Ph.D., Charles A. Calahan, Ph.D.

ATTITUDES, SKILLS & KNOWLEDGE SHORT SCALE PLUS (A.S.K.S²⁺) AFTER EXPERIENCE

Select items from numbers 1 to 14 (from the previous page) that you believe are most relevant to you. In the three spaces below, list the top three, with the first item to be most relevant to you in space one, the second item the next most relevant in space two, and the third most relevant item in space three. Write four concise sentences explaining the following:

- 1. *Describe* the experience.
- 2. *Interpret* the experience: explain what the experience meant to you.
- 3. *Evaluate* the experience: appraise the quality, value or the importance of an expected experience (pre-survey) or an actual experience (post survey).
- 4. Provide a *goal* statement: what you will do next as a result of this trip, assignment, or experience statement.

First Relevance: Item

- 1. [Click here to enter text.](#)
- 2. [Click here to enter text.](#)
- 3. [Click here to enter text.](#)
- 4. [Click here to enter text.](#)

Second Relevance: Item

- 1. [Click here to enter text.](#)
- 2. [Click here to enter text.](#)
- 3. [Click here to enter text.](#)
- 4. [Click here to enter text.](#)

Third Relevance: Item

- 1. [Click here to enter text.](#)
- 2. [Click here to enter text.](#)
- 3. [Click here to enter text.](#)
- 4. [Click here to enter text.](#)

Please answer the following additional questions:

What is your favorite color? [Click here to add text](#)

Which month of the year were you born? [Click here to add text](#)

What is your favorite food? [Click here to add text](#)

What is your favorite movie? [Click here to add text](#)

ATTITUDES, SKILLS & KNOWLEDGE SHORT SCALE PLUS (A.S.K.S²⁺) BEFORE EXPERIENCE

As you begin this experience, please respond to the following statements using the 6 point scale by rating the degree to which the statement represents your behaviors:

AS YOU BEGIN...	1 not at all I am not aware of or do not recognize this behavior.	2 low degree I am only aware of and recognize this behavior.	3 somewhat low degree I cooperate or comply with this behavior if required by others.	4 somewhat high degree I recognize the value of and prefer this behavior.	5 high degree This behavior is an important priority to me.	6 very high degree This behavior is natural to me, is habitual to me, and embodies who I am.
1. I welcome interactions with people who are culturally different from me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I reserve judgment during interactions with people culturally different from me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I ask questions about other cultures different than my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I seek answers to questions about cultural differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I understand differences in forms of <u>verbal communication</u> in different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I understand differences in forms of <u>non-verbal communication</u> in different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I use a world view different from my own to interpret the views and actions of persons from different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I act in a supportive way that recognizes the feelings of different cultural groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I understand the importance of politics, history, beliefs, values economics and communication styles to members of different cultural groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I differentiate the complex beliefs, values, communication styles, customs, politics, history and economics among cultural groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I am aware of my own cultural rules and biases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I can describe my personal cultural rules and biases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I actively seek to improve my understanding of the complicated differences among cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I am aware of how my own experiences have shaped my personal rules or biases about cultural differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Boxes are clickable items if completing on a computer.

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Select items from numbers 1 to 14 (from the previous page) that you believe are most relevant to you. In the three spaces below, list the top three, with the first item to be most relevant to you in space one, the second item the next most relevant in space two, and the third most relevant item in space three. Write four concise sentences explaining the following:

- 1. *Describe* the experience.
- 2. *Interpret* the experience: explain what the experience meant to you.
- 3. *Evaluate* the experience: appraise the quality, value or the importance of an expected experience (pre-survey) or an actual experience (post survey).
- 4. Provide a *goal* statement: what you will do next as a result of this trip, assignment, or experience statement.

First Relevance: Item

- 1. [Click here to enter text.](#)
- 2. [Click here to enter text.](#)
- 3. [Click here to enter text.](#)
- 4. [Click here to enter text.](#)

Second Relevance: Item

- 1. [Click here to enter text.](#)
- 2. [Click here to enter text.](#)
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- 4. [Click here to enter text.](#)

Third Relevance: Item

- 1. [Click here to enter text.](#)
- 2. [Click here to enter text.](#)
- 3. [Click here to enter text.](#)
- 4. [Click here to enter text.](#)

Please answer the following additional questions:

What is your favorite color? [Click here to add text](#)

Which month of the year were you born? [Click here to add text](#)

What is your favorite food? [Click here to add text](#)

What is your favorite movie? [Click here to add text](#)

Reflecting back to the beginning of the experience, please respond to the following statements using the 6 point scale by rating the degree to which the statement represents your behaviors:

REFLECTING BACK...	1 not at all I am not aware of or do not recognize this behavior.	2 low degree I am only aware of and recognize this behavior.	3 somewhat low degree I cooperate or comply with this behavior if required by others.	4 somewhat high degree I recognize the value of and prefer this behavior.	5 high degree This behavior is an important priority to me.	6 very high degree This behavior is natural to me, is habitual to me, and embodies who I am.
1. I welcome interactions with people who are culturally different from me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I reserve judgment during interactions with people culturally different from me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I ask questions about other cultures different than my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I seek answers to questions about cultural differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I understand differences in forms of <u>verbal communication</u> in different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I understand differences in forms of <u>non-verbal communication</u> in different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I use a world view different from my own to interpret the views and actions of persons from different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I act in a supportive way that recognizes the feelings of different cultural groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I understand the importance of politics, history, beliefs, values economics and communication styles to members of different cultural groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I differentiate the complex beliefs, values, communication styles, customs, politics, history and economics among cultural groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I am aware of my own cultural rules and biases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I can describe my personal cultural rules and biases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I actively seek to improve my understanding of the complicated differences among cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I am aware of how my own experiences have shaped my personal rules or biases about cultural differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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IN RETROSPECT

Select items from numbers 1 to 14 (from the previous page) that you believe are most relevant to you. In the three spaces below, list the top three, with the first item to be most relevant to you in space one, the second item the next most relevant in space two, and the third most relevant item in space three. Write four concise sentences explaining the following:

1.

Describe the experience.
2.

Interpret the experience: explain what the experience meant to you.
3.

Evaluate the experience: appraise the quality, value or the importance of an expected experience (pre-survey) or an actual experience (post survey).
4.

Provide a goal statement: what you will do next as a result of this trip, assignment, or experience statement.

First Relevance: Item #

1.

Click here to enter text.
2.

Click here to enter text.
3.

Click here to enter text.
4.

Click here to enter text.

Second Relevance: Item #

1.

Click here to enter text.
2.

Click here to enter text.
3.

Click here to enter text.
4.

Click here to enter text.

Third Relevance: Item #

1.

Click here to enter text.
2.

Click here to enter text.
3.

Click here to enter text.
4.

Click here to enter text.

Please answer the following additional questions:

What is your favorite color?

Click here to add text

Which month of the year were you born?

Click here to add text

What is your favorite food?

Click here to add text

What is your favorite movie?

Click here to add text

ATTITUDES, SKILLS & KNOWLEDGE SHORT SCALE (A.S.K.S²)

CONSTRUCTS KEY

Please respond to the following statements using the 6 point scale by rating the degree to which the statement represents your behaviors:

	1 not at all I am not aware of or do not recognize this behavior.	2 low degree I am only aware of and recognize this behavior.	3 somewhat low degree I cooperate or comply with this behavior if required by others.	4 somewhat high degree I recognize the value of and prefer this behavior.	5 high degree This behavior is an important priority to me.	6 very high degree This behavior is natural to me, is habitual to me, and embodies who I am.
1. I welcome interactions with people who are culturally different from me.	ATTITUDE: OPENNESS					
2. I reserve judgment during interactions with people culturally different from me.	ATTITUDE: OPENNESS					
3. I ask questions about other cultures different than my own.	ATTITUDE: CURIOSITY					
4. I seek answers to questions about cultural differences.	ATTITUDE: CURIOSITY					
5. I understand differences in forms of <u>verbal communication</u> in different cultures.	SKILL: COMMUNICATION					
6. I understand differences in forms of <u>non-verbal communication</u> in different cultures.	SKILL: COMMUNICATION					
7. I use a world view different from my own to interpret the views and actions of persons from different cultures.	SKILL: EMPATHY					
8. I act in a supportive way that recognizes the feelings of different cultural groups.	SKILL: EMPATHY					
9. I understand the importance of politics, history, beliefs, values economics and communication styles to members of different cultural groups.	KNOWLEDGE: WORLDVIEW					
10. I differentiate the complex beliefs, values, communication styles, customs, politics, history and economics among cultural groups.	KNOWLEDGE: WORLDVIEW					
11. I am aware of my own cultural rules and biases.	KNOWLEDGE: SELF-AWARENESS					
12. I can describe my personal cultural rules and biases.	KNOWLEDGE: SELF-AWARENESS					
13. I actively seek to improve my understanding of the complicated differences among cultures.	KNOWLEDGE: SELF-AWARENESS					
14. I am aware of how my own experiences have shaped my personal rules or biases about cultural differences.	KNOWLEDGE: SELF-AWARENESS					

*Boxes are clickable items if completing on a computer.

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Please answer the following additional questions:

What is your favorite color?

Click here to add text

Which month of the year were you born?

Click here to add text

What is your favorite food?

Click here to add text

What is your favorite movie?

Click here to add text



Bloom's Affective Domain

Receiving	Responding	Valuing	Organizing	Internalizing
What is it?	Why care about it?	Why is it important?	How Important is it? Describe the level of importance to you.	Is it characteristic of who I am?
"I learned it is what?" What was learned?	"I learned it when?" When was it learned?	"I learned it matters because" Why does it matter?	"As a result, I will do this" "My resulting behaviors are"	"As a result, I will do this" "My resulting behaviors are"
Aware and recognize	Cooperative and compliant	Value and prefer	Important priority	Natural and habitual
Open to the experience	Engaged in the experience	Cultivates the experience as valuable	Manages and prioritizes the value of the experience	Uses the experience in personal development
Willing to experience	Willing and compliant ... responsive to the experience	Accepts the experience as worthwhile	Organizes the experience into a hierarchy of importance	Integrates into philosophies and life views
Willing to listen	Volunteers involvement	Maintains involvement	Integrates involvement into behavior	Committed to involvement

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Intercultural Knowledge and Competence is "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." (Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.)

Framing Language

The call to integrate intercultural knowledge and competence into the heart of education is an imperative born of seeing ourselves as members of a world community, knowing that we share the future with others. Beyond mere exposure to culturally different others, the campus community requires the capacity to: meaningfully engage those others, place social justice in historical and political context, and put culture at the core of transformative learning. The intercultural knowledge and competence rubric suggests a systematic way to measure our capacity to identify our own cultural patterns, compare and contrast them with others, and adapt empathically and flexibly to unfamiliar ways of being.

The levels of this rubric are informed in part by M. Bennett's Developmental Model of Intercultural Sensitivity (Bennett, M.J. 1993. Towards ethno relativism: A developmental model of intercultural sensitivity. In *Education for the intercultural experience*, ed. R. M. Paige, 22-71. Yarmouth, ME: Intercultural Press). In addition, the criteria in this rubric are informed in part by D.K. Deardorff's intercultural framework which is the first research-based consensus model of intercultural competence (Deardorff, D.K. 2006. The identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education* 10(3): 241-266). It is also important to understand that intercultural knowledge and competence is more complex than what is reflected in this rubric. This rubric identifies six of the key components of intercultural knowledge and competence, but there are other components as identified in the Deardorff model and in other research.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Culture: All knowledge and values shared by a group.
- Cultural rules and biases: Boundaries within which an individual operates in order to feel a sense of belonging to a society or group, based on the values shared by that society or group.
- Empathy: "Empathy is the imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position)". Bennett, J. 1998. Transition shock: Putting culture shock in perspective. In *Basic concepts of intercultural communication*, ed. M. Bennett, 215-224. Yarmouth, ME: Intercultural Press.
- Intercultural experience: The experience of an interaction with an individual or groups of people whose culture is different from your own.
- Intercultural/ cultural differences: The differences in rules, behaviors, communication and biases, based on cultural values that are different from one's own culture.
- Suspends judgment in valuing their interactions with culturally different others: Postpones assessment or evaluation (positive or negative) of interactions with people culturally different from one self. Disconnecting from the process of automatic judgment and taking time to reflect on possibly multiple meanings.
- Worldview: Worldview is the cognitive and affective lens through which people construe their experiences and make sense of the world around them.

INTERCULTURAL KNOWLEDGE AND COMPETENCE VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

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Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 32		Benchmark 1
Knowledge <i>Cultural self-awareness</i>	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.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)	Shows minimal awareness of own cultural rules and biases (even those shared with own cultural group(s)) (e.g. uncomfortable with identifying possible cultural differences with others.)
Knowledge <i>Knowledge of cultural worldview frameworks</i>	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.
Skills <i>Verbal and nonverbal communication</i>	Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.
Attitudes <i>Openness</i>	Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.	Receptive to interacting with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, but is unaware of own judgment.