

**IUPUI Center for Service and Learning
Rubric for CMG INTERVIEWS**

	Not Present	1—Novice	2	3—Apprentice	4	5—Proficient	6	7--Distinguished
Self-Identity; Civic Identity (includes self-reflection on responsibility and personal commitment to service)		* Limited evidence of personal examination related to community service		* Expectation for involvement comes from external source or authority (e.g., faith, parents, teacher, clubs) * Commitment to service is based on compliance to external norms * States socially desirable position with little or no personal examination * States that “I can/will/want to make a difference” without elaboration on complexities		* Examines personal values and motivations to make a difference in society * Identifies personal strengths that can be used to address social issues or to serve others * Identifies personal frustrations, limits, barriers in addressing social issues and serving others *Identifies a cause(s) that he/she is deeply committed to personally		* Personal values clearly align with civic actions * Commitment to service is well-integrated into his/her self-identity—“this is who I am” * Demonstrates strong commitment to continued service involvement in the future * Describes optimistic yet realistic assessment of the personal impact they can have on social issues * Integration of personal abilities and limitations to address social issues and to serve others
Active Participant in Society to Address Social Issues		*Little involvement in the community or in serving others. *One type of activity (volunteering, political, or advocacy), 1-2 times in past year		* Some involvement in the community through occasional or periodic service activity *2 types of activities in past year (volunteering, political, or advocacy) *any form of activity 3-5 times in past year *involvement in activities through 2 agencies		*Frequent involvement, or involvement in a variety of service activities & interactions in the community *3 forms of activities in past year (volunteering, political, or advocacy) *any form of activity 5-10 times in past year *involvement in service through 3 or more agencies *Ability to recruit others to address social issues		*Sustained involvement over time in a depth or breadth of activities *activities >10 times in past year *Personal involvement in a variety of service activities has led to more depth of engagement, or more commitment to engagement over time *Generates new ideas and is a catalyst for change *Ability to convene or lead others in addressing social issues or participating in group activities

	Not Present	1—Novice	2	3—Apprentice	4	5—Proficient	6	7--Distinguished
Benefit of IUPUI Education to Address Social Issues		<p>* Little mention of knowledge and skills gained through education or experiences as a college student at IUPUI</p> <p>*Describes general experiences or attitudes gained at IUPUI (e.g., “I gained confidence at IUPUI”)</p>		<p>* Lists relevant educational or other experiences as a college student without connecting them to social issues or serving others (e.g., class content, service learning class)</p> <p>* Identifies specific knowledge or skills they have gained, without connecting to social issues or serving others</p> <p>*Provides 1 example of specific knowledge or skills gained at IUPUI without connecting to social issues or serving others</p> <p>Describes 1 way to be involved in service at IUPUI or 1 way they learned about being involved at IUPUI (e.g., JagNews)</p> <p>*Describes general exposure to diversity at IUPUI (e.g., in classes)</p>		<p>* Links IUPUI education and experiences to choices in problem situation</p> <p>*Identifies specific knowledge or skills gained, and links to social issues or serving others</p> <p>* Identifies multiple forms of relevant knowledge or skills gained at IUPUI</p> <p>* Describes multiple ways to be involved in service or to learn about service opportunities at IUPUI</p> <p>*Describes specific diversity experiences at IUPUI and what they gained from it</p>		<p>* Describes intentional choice of major or career path to improve society or to serve others</p> <p>* Describes how education and experiences at IUPUI have led them to commit to addressing social issues or serving others in the future</p> <p>* Describes education as a privilege/opportunity that places an added responsibility to act on behalf of others (societal benefit)</p>

How to use the CMG Interview Rubric

1. The CMG Interview is designed to be an assessment of civic learning. It is not designed to be an evaluation of general intelligence, general cognitive complexity, or quality of writing. Be prepared to look beyond mere length or elegance of speaking (or lack thereof) to the concepts and ideas expressed.
2. There are three dimensions that have been identified to evaluate the CMG interviews. These include (a) civic-identity, (b) active participation in society to address social issues, and (c) the benefit of education to address social issues.
3. There may be only one example that is evident in the interview, and this one example can become the basis for your score on a dimension. Students do **not** need to exhibit all of the examples of evidence at a specific level in order to receive that score. **Students also do not need to exhibit evidence at lower levels in order to achieve a particular score.**
4. Evidence for each dimension has been identified, and these types of evidence range from low to high. Higher scores on the rubric have an increasing number of examples and increasing complexity of ideas demonstrated.
5. Scores of 2, 4, or 6 can be assigned when you feel that the narrative demonstrates qualities to receive a score higher than a 1, 3, or 5, but does not provide sufficient evidence to merit the next highest score.
6. Check “**Not Present**” if the student did not address a particular dimension in their interview. The student thus will receive a score of 0 in this dimension.
7. The rubric provides examples of evidence for each dimension. Resist taking the rubric too literally. Students may use different words to express the ideas captured in each dimension.
8. Perceptions are formed when listening to the interviews based on length, eloquence and speaking style. Understandably, you will make some evaluations based on perceptions, rather than clear evidence. This is one of the challenges with grading any oral product. To the best of your ability, determine a reason for your perception if there is not clear evidence that you can point to as the basis for your evaluation.