

ACE-FIPSE Assessing International Learning Outcomes

Rater Instructions

On behalf of the six institutions participating in this ACE-FIPSE grant, we first want to thank you for your important role in this project. You were selected as a rater because of your expertise and interest in this area. The informed ratings you provide are crucial to the successful completion of this grant, and we appreciate your time and effort.

Following a training session that will be conducted by the project coordinator at your institution, you will be provided with an identification number for each portfolio that you will be rating. Please check the identification number for each portfolio very carefully for accuracy; do not put your name or any student's name anywhere in these ratings.

This secure and web-based rating system is to be used when entering your ratings of a student's portfolio. The portfolio is to be evaluated as a whole; you may use any aspect of the portfolio to support your ratings. Please be aware that a single portfolio item may support more than one rating. After reviewing each portfolio, please provide a rating for each item (no item may be left blank).

After you have entered your ratings, you and the other raters at your institution may be asked to meet together as a team to discuss your individual ratings and develop consensus ratings for each portfolio. These consensus ratings would be entered by the project coordinator or his/her designee at your institution.

If you have any questions, please contact the project coordinator at your institution.

As a designated and trained portfolio rater for this project, please provide the below information for each portfolio you rate. Thank you for your assistance.

- ***Student Portfolio Number***
- ***Institution***
- ***Please enter your rater ID number. The first three numbers correspond to your institutional code. The next four numbers consist of your birth month and date (four numbers total). For example, if you are a rater at Dickinson College (code = 100)--and your birth month and date is February 7th--you would enter 0207 after the number 100 (the complete number would be 1000207).***
- ***Please indicate if these are your own ratings or those of a team of raters at your institution***

Does the portfolio include any items in a language other than English? Yes No

If yes, please indicate all of the languages that are included in the portfolio.

- Arabic
- Chinese
- French
- German
- Hindi
- Italian
- Japanese
- Russian
- Spanish
- Other (Please Specify)

Other:

Knowledge Rubric

The below items are designed to assess various knowledge areas that are evident in the student's portfolio information and/or materials. Please note that each portfolio begins with a Portfolio Information Form. Ratings should be based upon the information provided by the student in the Portfolio Information Form as well as the actual items from the portfolio. Please base your ratings on the following scale: 1 = Inadequate; 2 = Minimal; 3 = Moderate; 4 = Extensive.

I. Demonstrates knowledge of global issues, processes, trends and systems	1 Inadequate (descriptions are inaccurate or poorly developed)	2 Minimal (Describes basic points accurately)	3 Moderate (Compares and contrasts perspectives; uses examples to illustrate)	4 Extensive (Content knowledge is extensive; analyses are sophisticated)
1. Basic concepts (e.g., political events, major world organizations, major trends such as globalization, the role of non-governmental organizations.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Principles, theories, and models that underlie global issues, processes, trends and systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Subject-specific techniques and methods used to investigate global issues, processes, trends, and systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Basic world geographical knowledge (e.g., countries, borders, capitals, populations, linguistic groups, economic, geographic, political/economics groupings).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In addition to your ratings, please provide additional information regarding the student's performance in this area. Information regarding why you assigned the ratings you did—as well as specific examples from the portfolio—would be particularly useful.				
II. Demonstrates knowledge of other cultures				
1. Cultural practices (e.g., religious, secular, political, governmental, educational, family structures.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Cultural products (e.g., artifacts, great works of literature, music, dance, art.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Cultural beliefs and values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In addition to your ratings, please provide additional information regarding the student's performance in this area. Information regarding why you assigned the ratings you did—as well as specific examples from the portfolio—would be particularly useful.				
III. Understands his/her culture in a global and comparative context				
1. Self in cultural context (e.g., aware of one's own origins, history, ethnic identity, communities, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The history of his or her own culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The history of his or her own culture in relation to the history of other cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Understands his/her historical space and place in a global and comparative context (e.g., geography, migration, diasporas, exploration, regional identity, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In addition to your ratings, please provide additional information regarding the student's performance in this area. Information regarding why you assigned the ratings you did—as well as specific examples from the portfolio—would be particularly useful.				

Skills Rubric

The below items are designed to assess various skill areas that are evident in the student's portfolio information and/or materials. Please note that each portfolio begins with a Portfolio Information Form. Ratings should be based upon the information provided by the student in the Portfolio Information Form as well as the actual items from the portfolio. Please base your ratings on the following scale: 1 = Inadequate; 2 = Minimal; 3 = Moderate; 4 = Extensive.

I. Uses knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.	1 Inadequate Proficiency	2 Minimal Proficiency	3 Moderate Proficiency	4 Extensive Proficiency
1. Recognizing the importance and validity of others' perspectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Providing culturally-grounded evidence to make points (e.g., recognizes the cultural underpinning of evidence, opinion, and arguments).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identifying solutions to social issues and/or global challenges that take cultural considerations into account.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In addition to your ratings, please provide additional information regarding the student's performance in this area. Information regarding why you assigned the ratings you did—as well as specific examples from the portfolio—would be particularly useful.				
II. Uses foreign language skills and/or knowledge of other cultures to extend his/her access to information, experiences, and understanding.				
1. Using foreign language skills to locate and use resources (e.g., foreign language texts) in various disciplines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Using foreign language and cultural knowledge gathered from a fluent/native speaker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Using foreign language skills and knowledge of other cultures in experiential learning (e.g., service-learning, internships, study abroad).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In addition to your ratings, please provide additional information regarding the student's performance in this area. Information regarding why you assigned the ratings you did—as well as specific examples from the portfolio—would be particularly useful.				
For assessing foreign language materials:				
III. Communicates and connects with people in other language communities in a range of settings for a variety of purposes, developing skills in each of the four modalities: speaking (productive), listening (receptive), reading (receptive), writing (productive).	1 Inadequate Proficiency	2 Minimal Proficiency	3 Moderate Proficiency	4 Extensive Proficiency
1. Speaking accurately on a wide range of topics across settings and contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Listening and comprehending discussions on a wide range of topics across settings and contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Reading and comprehending a wide range of materials across settings and contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Writing accurately about a wide range of topics across settings and contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In addition to your ratings, please provide additional information regarding the student's performance in this area. Information regarding why you assigned the ratings you did—as well as specific examples from the portfolio—would be particularly useful.				

Attitude Rubric

The below items are designed to assess various attitude areas that are evident in the student's portfolio information and/or materials. Please note that each portfolio begins with a Portfolio Information Form. Ratings should be based upon the information provided by the student in the Portfolio Information Form as well as the actual items from the portfolio. Please base your ratings on the following scale: 1 = Inadequate; 2 = Minimal; 3 = Moderate; 4 = Extensive.

I. Demonstrates a willingness to seek out international or intercultural opportunities.	1 Demonstrates inadequate awareness of, openness toward, or engagement with...	2 Demonstrates minimal awareness of, openness toward, or engagement with...	3 Demonstrates moderate awareness of, openness toward, or engagement with...	4 Demonstrates extensive awareness of, openness toward, or engagement with...
1. ... his or her experiences with individuals from different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. ... the desire to participate in international or intercultural experiences in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. ... the ways in which his or her thinking has changed as a result of exposure to different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. ... feelings or emotions that he or she experienced as a result of an international and/or intercultural learning experience(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. ... the feelings or emotions of others as a result of this international and/or intercultural experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In addition to your ratings, please provide additional information regarding the student's performance in this area. Information regarding why you assigned the ratings you did—as well as specific examples from the portfolio—would be particularly useful.				
II. Appreciates different cultures (e.g., language, art, music, religion, political structures, philosophy, and material culture).	1 Demonstrates inadequate awareness of, openness toward, or engagement with...	2 Demonstrates minimal awareness of, openness toward, or engagement with...	3 Demonstrates moderate awareness of, openness toward, or engagement with...	4 Demonstrates extensive awareness of, openness toward, or engagement with...
1. ... the language(s) and/or literature(s) of the culture(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. ... the arts and performing arts of the culture(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. ... the systems or structures (e.g., political, social, economic, etc.) of the culture(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. ... the philosophical stances, views of the world and/or religious perspectives of the culture(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. ... the material culture or artifacts (i.e., anything the culture materially creates) of the culture(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In addition to your ratings, please provide additional information regarding the student's performance in this area. Information regarding why you assigned the ratings you did—as well as specific examples from the portfolio—would be particularly useful.				

III. Accepts cultural differences and tolerates cultural ambiguity.	1 Demonstrates inadequate awareness of, openness toward, or engagement with...	2 Demonstrates minimal awareness of, openness toward, or engagement with...	3 Demonstrates moderate awareness of, openness toward, or engagement with...	4 Demonstrates extensive awareness of, openness toward, or engagement with...
1. ... the similarities and/or differences among cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. ... the nuance and complexity evident among various cultural perspectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. ... the potential legitimacy of both majority culture and minority culture beliefs and values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. ... the importance of providing comprehensive and balanced support for his or her conclusions regarding cultural differences and similarities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. ... the importance of interpreting cultural events and experiences "through the eyes of" individuals from different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. ... cultural experiences that are different from what could be experienced in one's "home" culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. ... the process of reflecting upon his or her own thoughts and feelings toward different cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. ... the specific ways in which he or she has been changed and/or transformed as a result of cross-cultural experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. ... his or her own biases, prejudices, or stereotypes in relation to a different culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In addition to your ratings, please provide additional information regarding the student's performance in this area. Information regarding why you assigned the ratings you did—as well as specific examples from the portfolio—would be particularly useful.				