

Global Leadership

8TH GRADE

Performance Outcomes I Can Statements Rubric

for Students Aged 12-14

Global Leadership

RATIONALE

In *Educating for Global Competence*, Veronica Boix-Mansilla and Anthony Jackson define global competence as “the capacity and disposition to understand and act on issues of global significance.” In this context, the word “global” refers not just to different places on the planet, but to the great variety of interconnected people, cultures, ideas, problems, and opportunities that constitute all human experience. The globally competent student learns how to synthesize information and ideas from many different sources and perspectives, and makes well-informed decisions to act on what is learned. It is this constellation of knowledge, disposition, and action that characterizes Global Leadership.

Global Leadership gives students many opportunities to transcend their local boundaries by developing global competence across disciplines of art, English language arts, history/social studies, mathematics, science, and world languages. A well-rounded global curriculum not only opens students’ eyes, but sets the stage for them to act in ways that are inspired by their course of study and driven by a desire to make a difference locally, regionally, and globally.

The skills required for successful participation in the world—such as responsible citizenship, innovative entrepreneurship, and active leadership, among others—are not specific to any one course or classroom. A globally focused school fosters the development of these skills through service learning, internships, field trips, performances and exhibits, and other experiential projects during the school day and via afterschool and summer programs.

In the course of developing global competence, students investigate the world, learn more about where people come from and how they live, and come back to reflect on their own lives with honesty. Recognizing different perspectives, communicating and defending ideas with respect and empathy, and accounting for the thoughts and opinions of others are the roots of effective leadership and collaboration. The seeds of action—identifying a local, regional or global issue, researching questions about its causes and possible solutions, and taking responsibility for personal action in response—may be sown in a class or in an afterschool program, but in a globally-focused curriculum, those seeds germinate everywhere in school, at home, and in community life.

Students need to know they do have an impact and that they are not powerless in the face of large, complex, and often seemingly intractable global issues they study. Grounding a decision to act in Global Leadership allows them to demonstrate their knowledge of the world and teaches them how to be part of a global community.

Global Leadership

PERFORMANCE OUTCOMES

Investigate the World

What is the evidence that a student can initiate investigations of the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions about global issues?

- Poses a researchable question on a local, regional, and/or global issue, and provides a general reason for its significance to the global community,
- Selects and uses a variety of sources to identify relevant evidence that addresses a global question.
- Analyzes and integrates evidence from sources to develop a response to a global question.
- Develops a position based on evidence from sources that reflects a particular perspective in response to a global question, drawing conclusions that reflect a partial understanding of the issue.

Recognize Perspectives

What is the evidence that a student can recognize, articulate, and apply an understanding of different perspectives (including his/hers/their own)?

- Expresses a clear personal perspective on a situation, event, issue, or phenomenon.
- Summarizes the perspectives of other people, groups, or scholars, which may be different from their own perspective.
- Summarizes how perspectives affect how different people react to a situation, event, issue, or phenomenon.
- Identifies alternative perspectives on a situation, event, issue, or phenomenon, and makes connections to a contextual factor, such as access to knowledge, technology, or resources.

Communicate Ideas

What is the evidence that a student can select and apply appropriate tools and strategies to communicate and collaborate effectively, meeting the needs and expectations of diverse individuals and groups?

- Predicts how a specific audience with particular perspectives will respond to communicated information.
- Demonstrates an understanding of a specific audience by communicating and collaborating using generally appropriate verbal and non-verbal behavior, languages, and strategies.
- Selects and applies appropriate resources, such as technology and media in various world languages, to communicate and collaborate with individuals from a background different from their own.
- Makes observations about audience response and/or feedback, and proposes appropriate changes in communication choices.

Take Action

What is the evidence that a student can translate his/her/their ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions?

- Participates in collaborative opportunities for action to address a situation, event, issue or phenomenon.
- Plans actions based on evidence and the perceived potential for impact.
- Acts individually or collaboratively in response to a local, regional, or global situation, in a way that is appropriate and intended to improve the situation.
- Reflects on the appropriateness of own actions and advocacy for improvement.

Global Leadership

I CAN STATEMENTS

grade 8

Investigate the World

What is the evidence that a student can initiate investigations of the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions about global issues?

PERFORMANCE OUTCOME	I CAN STATEMENT
Poses a researchable question on a local, regional, and/or global issue, and provides a general reason for its significance to the global community,	<p>I can pose researchable questions on a local, regional and/or global issue. This means my questions are about important issues. This also means the questions I create can be addressed through research.</p> <p>I can also explain why my question is significant to the global community. This means I can briefly describe why my question and issue are important to many different people.</p>
Selects and uses a variety of sources to identify relevant evidence that addresses a global question.	<p>I can select and use a variety of international and domestic sources. This means my sources need to be from my own country and other countries.</p> <p>I can also use these sources to identify evidence that addresses a global question. This means I can choose sources to examine a global question.</p>
Analyzes and integrates evidence from sources to develop a response to a global question.	<p>I can analyze sources of evidence to develop a response to a global question. This means I can examine evidence to help explain my response.</p> <p>I can also integrate sources of evidence. This means I can take evidence from different sources and combine into my response.</p>
Develops a position based on evidence from sources that reflects a particular perspective in response to a global question, drawing conclusions that reflect a partial understanding of the issue.	<p>I can develop a position in response to a global question. This means my response needs to be supported by the evidence I've selected.</p> <p>I can also draw a conclusion that reflects a partial understanding of the issue. This means my conclusions will show that I have a general understanding of the issue.</p>

Recognize Perspectives

What is the evidence that a student can recognize, articulate, and apply an understanding of different perspectives (including his/her own)?

PERFORMANCE OUTCOME	I CAN STATEMENT
Expresses clear personal perspectives on situations, events, issues, or phenomena.	I can express a clear and personal perspective on a topic or idea. This means I can describe my perspective. It also means I can describe my perspective in a clear way.
Summarizes the perspectives of other people, groups, or scholars, which may be different from own.	I can summarize the perspective of others. This means I can describe the main idea of another person's perspective. The perspective I'm describing could be similar or different from my own perspective.
Summarizes how perspectives affect how different people react to situations, events, issues, or phenomena.	I can summarize how perspective affects how someone will react to something. This also means I can describe the main idea of how a point of view affects the way people react.
Identifies alternative perspectives on situations, events, issues, or phenomena, and makes connections to a contextual factor, such as access to knowledge, technology, or resources.	<p>I can explain an alternative perspective on the same situation, event, issue or phenomenon. This means I can describe how someone can have a different point of view from my own.</p> <p>I can also make connections to the different contexts affect a person's perspective. This means I know that the resources or knowledge a person has can change the way they view the world.</p>

Communicate Ideas

What is the evidence that a student can select and apply appropriate tools and strategies to communicate and collaborate effectively, meeting the needs and expectations of diverse individuals and groups?

PERFORMANCE OUTCOME	I CAN STATEMENT
Predicts how a specific audience with its particular perspectives will respond to communicated information.	I can predict how an audience with a specific perspective will interpret communication. This means I can think about the group's perspective and how this influences them.
Demonstrates understanding of a specific audience by communicating and collaborating using generally appropriate verbal and non-verbal behavior, languages, and strategies.	I can use general skills and behaviors to communicate. This means I understand cultural differences when I communicate with a group of people. I can also use general skills to collaborate with a specific audience. This means I understand cultural differences when I work with other people.
Selects and applies appropriate resources, such as technology and media, to communicate and collaborate with individuals from a background different from their own.	I can select and use resources to communicate. This means I understand which technology or media will best help me communicate my message. I can also select and use resources to collaborate. This means I understand which technology or media will best help me collaborate.
Makes observations about audience response and/or feedback and proposes appropriate changes in communication choices.	I can make observations about an audience's response or listen to their feedback. I can identify appropriate ways to improve my communication. This means I can take this feedback to describe how I might change the way I communicate.

Take Action

What is the evidence that a student can translate his/her ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions?

PERFORMANCE OUTCOME	I CAN STATEMENT
Participates in collaborative opportunities for action to address situations, events, issues or phenomena.	I can collaborate with others to address various issues. This means I can work with others to try to improve conditions.
Plans actions based on evidence and the perceived potential for impact.	I can create a plan to take action based on evidence and perceived potential for impact. This means I think about what I've learned to help me plan my action. It also means I think about the possible success of my actions.
Acts individually or collaboratively in response to a local, regional, or global situation, in a way that is appropriate and intended to improve the situation.	I can take action in response to a local, regional, or global situation. This means I can think about the impact of my plan, and how well it might improve the situation.
Reflects on the appropriateness of own actions and advocacy for improvement.	I can reflect on the appropriateness of my actions and advocacy. This means I can also think about my actions, and if they were correct for the situation.

Global Leadership

RUBRIC

grade 8

Investigate the World

What is the evidence that a student can initiate investigations of the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions about global issues?

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Pose Significant Researchable Question(s)	Poses a broad question on a local or regional issue, and identifies its relevance to the global community.	Poses a question on a local or regional issue, and identifies its significance to the global community.	Poses a researchable question on a local, regional, and/or global issue, and provides a general reason for its significance to the global community.	Poses a researchable question on a local, regional, and/or global issue, and explains its significance to the global community.
Select Varied Relevant Evidence	Relies on a single source relevant to a local or regional question.	Selects and uses a few sources to identify evidence that addresses a global question.	Selects and uses a variety of sources to identify relevant evidence that addresses a global question.	Selects and uses multiple international and domestic sources to identify relevant evidence that addresses a global question.
Analyze, Integrate and Evaluate Sources	Provides a partial summary of evidence from sources that are relevant to a local, regional, or global question.	Provides an accurate summary of evidence from sources that are relevant to a global question.	Analyzes and integrates evidence from sources to develop a response to a global question; demonstrates understanding of the issue.	Analyzes and integrates evidence from sources to develop a well-supported response to a global question; demonstrates an informed understanding of the issue.
Develop an Evidence-based Position and Draw Conclusions	Adopts and accurately restates an opinion, and at least one piece of supporting evidence from a source, in response to a global question.	Develops an opinion based on evidence from a source in response to a global question; draws simple conclusions.	Develops a position based on evidence from sources that reflects a particular perspective in response to a global question; draws conclusions that reflect a partial understanding of the issue.	Develops a position based on evidence from sources that considers multiple perspectives; draws reasonable conclusions in response to a global question.

Recognize Perspectives

What is the evidence that a student can recognize, articulate, and apply an understanding of different perspectives (including his/her own)?

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Express Personal Perspective	Expresses an unclear personal perspective on a situation, event, issue, or phenomenon.	Expresses a personal perspective on a situation, event, issue, or phenomenon.	Expresses a clear personal perspective on a situation, event, issue, or phenomenon.	Expresses a clear personal perspective on a situation, event, issue, or phenomenon, and identifies an influence on that perspective.
Explain Perspective of Others	Recognizes that other people, groups, or scholars have a perspective different from one's own.	Identifies the perspectives of other people, groups, or scholars.	Summarizes the perspectives of other people, groups, or scholars, which may be different from one's own perspective.	Explains the perspectives of other people, groups, or scholars as distinct from one's own perspective.
Explain Cultural Interactions	Recognizes the different ways that people react to a situation, event, issue, or phenomenon.	Identifies how perspectives affect the way different people react to a situation, event, issue, or phenomenon.	Summarizes how perspectives affect how different people react to a situation, event, issue, or phenomenon.	Identifies and describes how perspectives affect how people interpret and respond to a situation, event, issue, or phenomenon.
Understand Contexts	Identifies an alternative perspective on a situation, event, issue, or phenomenon.	Identifies an alternative perspective on a situation, event, issue, or phenomenon, and provides a plausible reason for that perspective.	Identifies an alternative perspective on a situation, event, issue, or phenomenon, and makes a connection to a contextual factor, such as access to knowledge, technology, or resources.	Explains various perspectives or interpretations of a situation, event, issue, or phenomenon, and reflects an understanding of different contexts, such as access to knowledge, technology, or resources.

Communicate Ideas

What is the evidence that a student can select and apply appropriate tools and strategies to communicate and collaborate effectively, meeting the needs and expectations of diverse individuals and groups?

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Understand Diverse Audiences	Identifies the general perspective of an audience on a topic.	Explains the perspective of an audience on a topic.	Predicts how a specific audience with particular perspectives will respond to communicated information.	Anticipates how a specific audience with particular perspectives will interpret communicated information; applies that understanding to adjust the communication to meet the audience's specific needs.
Communicate with Diverse People	Communicates and collaborates using verbal and non-verbal communication skills in a basic way.	Communicates and collaborates using verbal and non-verbal strategies or behaviors that are appropriate for most audiences.	Demonstrates an understanding of a specific audience by communicating and collaborating using verbal and non-verbal behavior, languages, and strategies that are generally appropriate to the specific audience.	Demonstrates an understanding of a specific audience by communicating and collaborating using verbal and non-verbal behavior, languages, and strategies that are appropriate to the specific audience.
Use Technology and Media	Applies provided resources, such as technology or media, in a basic way to communicate with individuals from a background different from one's own.	Applies provided resources, such as technology and media, to communicate with individuals from a background different from one's own.	Selects and applies appropriate resources, such as technology and media, to communicate and collaborate with individuals from a background different from one's own.	Selects and applies appropriate resources, such as technology and media, to communicate and collaborate with a range of diverse individuals.
Reflect on Effectiveness of Communication	Makes broad observations about an audience response and/or feedback.	Makes observations about audience response and/or feedback, and proposes relevant changes to communication choices: message, strategies, and/or resources.	Makes observations about audience response and/or feedback, and proposes appropriate changes in communication choices: message, strategies, and/or resources.	Makes accurate, specific observations about audience response and/or feedback, and proposes specific, targeted changes to communication choices: message, strategies, and/or resources.

Take Action

What is the evidence that a student can translate his/her ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions?

	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
Identify Opportunities for Personal or Collaborative Action	Identifies a specific need for improvement of a situation, event, issue, or phenomenon.	Identifies a specific need for improvement of a situation, event, issue, or phenomenon, and a plausible personal response.	Participates in collaborative opportunities for action to address a situation, event, issue or phenomenon.	Identifies opportunities for personal or collaborative action to address a situation, event, issue or phenomenon in a way that is likely to improve conditions.
Assess Options and Plan Actions	Proposes hypothetical actions that are based on limited understanding of the situation, event, or issue.	Proposes hypothetical actions based on the perceived potential for impact.	Plans actions based on evidence and the perceived potential for impact.	Assesses options and plans actions based on evidence, and the perceived potential for impact.
Act Creatively and Responsibly	Identifies a specific individual or collaborative action that may be taken to address a local, regional, or global situation, but the plan is unlikely to improve the situation.	Describes a plausible plan to act individually or collaboratively, in response to a local, regional, or global situation, in a way that is intended to improve the situation.	Acts individually or collaboratively, in response to a local, regional, or global situation, in a way that is appropriate and intended to improve the situation..	Acts individually or collaboratively to execute a plan that is culturally appropriate, and is likely to lead to improvement of a local, regional, or global situation; assesses the merit of the action.
Reflect on Actions	Reflects on the general appropriateness of proposed actions and advocacy for improvement.	Reflects on the likely effectiveness of proposed actions and advocacy for improvement.	Reflects on the appropriateness of own actions and advocacy for improvement.	Reflects on the effectiveness and appropriateness of own actions and advocacy for improvement; describes outcomes of actions, and makes note of implications for future action and advocacy.