Global Leadership

Rubric

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
LEAD11-12.INV1.ISSUE	Identifies and describes a local, regional, or global issue.	Identifies and describes a local, regional, or global issue and explores relevant questions about it.	Identifies, describes, and frames questions about an issue and explains how that issue is local, regional, and/or global.	Identifies, describes, and frames original questions about an issue and articulates how that issue is local, regional, and/or global.
LEAD11-12.INV2.EVDNC	Uses few international or domestic sources to identify evidence that addresses a global question.	Uses multiple international and domestic sources to identify relevant evidence that addresses a global question.	Uses a variety of international and domestic sources to identify and weigh relevant evidence that addresses a global question.	Uses a variety of international and domestic sources to analyze, evaluate, and select evidence that addresses a global question.
LEAD11-12.INV3.RSPNS	Analyzes evidence to address a global question.	Analyzes and integrates evidence collected to construct a response to a global question.	Analyzes, integrates, and evaluates evidence to formulate a coherent response to a global question.	Analyzes, integrates, and evaluates evidence to formulate a coherent and original response to a global question.
LEAD11-12.INV4.POSTN	Develops a single-perspective position in response to a global question.	Develops a position that considers multiple perspectives in response to a global question.	Develops a position that considers multiple perspectives, addresses counter arguments, and draws reasonable conclusions in response to a global question.	Develops a position that considers multiple perspectives, addresses focused counter arguments, and draws defensible and original 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
LEAD11-12.PERS1.SELF	Describes personal perspective clearly on situations, events, issues, or phenomena.	Defends personal perspective on situations, events, issues, or phenomena.	Defends personal perspective clearly on situations, events, issues, or phenomena and describes influences on that perspective.	Defends personal perspective clearly, fully, and possibly elegantly on situations, events, issues, or phenomena and explains in detail how various influences affect that perspective.
LEAD11-12.PERS2.OTHRS	Identifies the perspectives of other people, groups, or schools of thought.	Identifies and describes the perspectives of other people, groups, or schools of thought.	Explains the perspectives of other people, groups, or schools of thought and identifies possible influences on those perspectives, including access to information and resources.	Articulates the perspectives of other people, groups, or schools of thought and explains what affects those perspectives, including access to information and resources.
LEAD11-12.PERS3.AFFCT	Identifies how perspectives affect how people react to different situations, events, issues, or phenomena.	Identifies and describes how perspectives affect how people interpret and respond to different situations, events, issues, or phenomena.	Explains how perspectives influence human interactions, affecting people's understandings of situations, events, issues, or phenomena.	Articulates how various perspectives influence human interactions and how this affects people's understandings of situations, events, issues, or phenomena.
LEAD11-12.PERS4.APLIC	Uses an understanding of perspective and/or context in both interpreting and communicating information about situations, events, issues, or phenomena.	Draws on an understanding of more than one perspective and/or context in interpreting and communicating information about situations, events, issues, or phenomena.	Applies an understanding of multiple perspectives and/or contexts in interpreting and communicating information about situations, events, issues, or phenomena.	Integrates an understanding of multiple perspectives and contexts in interpreting and communicating information about situations, events, issues, or phenomena.

Version 1.1

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
LEAD11-12.COMM1.ADNCE	Identifies the expectations and perspectives of diverse audiences.	Identifies the expectations and perspectives of diverse audiences and applies that understanding to address the audience's needs.	Identifies and understands the expectations and perspectives of diverse audiences and applies that understanding to meet the audience's needs.	Identifies and understands the unique expectations and perspectives of diverse audiences and applies that understanding to fulfill the audience's needs.
LEAD11-12.COMM2.STRTG	Communicates and collaborates effectively using appropriate verbal and non-verbal strategies.	Communicates and collaborates effectively by selecting appropriate verbal and non-verbal strategies.	Communicates and collaborates effectively using appropriate verbal and non-verbal strategies, describes how strategies are selected and applied to meet the needs of the audience or collaborators.	Communicates and collaborates expertly using appropriate verbal and non-verbal strategies and describes how the communication and collaboration was tailored to meet the needs of the audience or collaborators
LEAD11-12.COMM3.RSRCS	Uses appropriate resources, such as technology, media, and/or world languages, to communicate with diverse individuals and groups.	Uses appropriate resources, such as technology, media, and/or world languages, to communicate and collaborate successfully with diverse individuals and groups.	Selects and applies appropriate resources, such as technology, media, and/or world languages, to communicate and collaborate effectively with diverse individuals and groups.	Selects and adapts appropriate resources, such as technology, media and/or world languages, for a specific audience to communicate and collaborate expertly with diverse individuals and groups.
LEAD11-12.COMM4.REVSN	Reflects on audience response and/or feedback and begins to revise communication choices: message, strategies, and/or resources.	Reflects on audience response and/or feedback and revises communication choices: message, strategies, and/or resources.	Reflects on audience response and/or feedback and revises communication choices – message, strategies, and/or resources – based on the impact of communication.	Reflects on audience response and/or feedback and revises communication choices based on evaluation of how message, strategies, and resources impact the effectiveness of communication.

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
LEAD11-12.ACT1.OPORT	Identifies opportunities for individual action to address a situation, event, issue or phenomena.	Identifies and creates opportunities for individual action to address a situation, event, issue or phenomena.	Identifies collaborators across disciplines and industries and creates opportunities for individual or collaborative action to improve a situation, event, issue, or phenomena.	Identifies collaborators across disciplines and industries and involves others in collaborative action across borders to improve a situation, event, issue, or phenomena.
LEAD11-12.ACT2.PLANS	Identifies a plan of action supported by the mathematics that is mostly viable, manageable, and/or responsible that is related to the conclusion, argument, or decision.	Assesses options and plans actions based on evidence and the perceived potential for impact.	Assesses options and plans actions based on evidence that indicates the potential for impact, by evaluating previous approaches, varied perspectives, and/or potential consequences.	Assesses options and plans actions based on evidence that indicates the potential for impact by evaluating previous approaches, varied perspectives, and potential consequences, both intended and unintended.
LEAD11-12.ACT3.CNTRB	Plans actions based on evidence and the perceived potential for impact.	Acts individually or collaboratively, in responsible ways, to contribute to improvement locally, regionally, or globally.	Acts individually or collaboratively, in creative and responsible ways, to contribute to improvement locally, regionally, and/or globally and assesses the impact of the action.	Acts collaboratively, in creative and responsible ways, to design sustainable solutions that target local, regional, and/or global improvement.
LEAD11-12.ACT4.IMPLC	Reflects on the whole of own actions and advocacy for improvement.	Reflects on own actions and advocacy for improvement, and considers implications for future action and advocacy.	Reflects on own actions and advocacy for improvement and describes implications for future actions and advocacy.	Reflects clearly and realistically on own actions and advocacy for improvement and describes implications, issues, shortfalls, and remedies for future actions and advocacy

Version 1.1