



## 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
<b>LEAD3-5.INV1.ISSUE</b>	Restates some elements of a locally or regionally focused issue, but needs assistance to do so.	Summarizes a local or regional issue and begins to make connections to its global significance.	Identifies a local, regional, or global issue.	Identifies and describes a local, regional, or global issue.
<b>LEAD3-5.INV2.EVDNC</b>	Begins to examine evidence when given a single source, but needs assistance to do so.	Uses a single provided source to examine evidence that addresses a previously-identified local or regional question.	Uses a single source to identify evidence that addresses a global question.	Uses few international or domestic sources to identify evidence that addresses a global question.
<b>LEAD3-5.INV3.RSPNS</b>	Restates some evidence to address a local, regional, or global question, but needs assistance to do so.	Restates or begins to summarize evidence to address a local, regional, or global question.	Summarizes evidence to address a global question.	Analyzes evidence to address a global question.
<b>LEAD3-5.INV4.POSTN</b>	Begins to adopt elements of an existing position in response to a global question, but needs assistance to do so.	Adopts some elements of an existing position in response to a global question.	Adopts an existing position in response to a global question.	Develops a single-perspective position 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
<b>LEAD3-5.PERS1.SELF</b>	Begins to identify some elements of own perspective on situations, events, or phenomena, but needs assistance to do so.	Begins to identify own perspective on situations, events, or phenomena.	Describes personal perspective on situations, events, issues, or phenomena.	Describes personal perspective clearly on situations, events, issues, or phenomena.
<b>LEAD3-5.PERS2.OTHR</b>	Restates or begins to summarize the perspectives of other people, groups, or schools of thought, which are similar to own, but needs assistance to do so.	Summarizes the perspectives of other people, groups, or schools of thought, which may be different from own.	Recognizes that other people, groups, or schools of thought have a perspective different from own.	Identifies the perspectives of other people, groups, or schools of thought.
<b>LEAD3-5.PERS3.AFFCT</b>	Restates or begins to summarize different people's reactions to situations, events, issues, or phenomena, but needs assistance to do so.	Summarizes different people's reactions to situations, events, issues, or phenomena.	Recognizes that perspectives affect how people react to different situations, events, issues, or phenomena.	Identifies how perspectives affect how people react to different situations, events, issues, or phenomena.
<b>LEAD3-5.PERS4.APLIC</b>	Begins to identify the role own perspective plays in interpreting information about situations, events, issues, or phenomena, but needs assistance to do so.	Identifies the role own perspective plays in interpreting information about situations, events, issues, or phenomena.	Identifies the role own perspective plays in interpreting or communicating information about situations, events, issues, or phenomena.	Uses an understanding of perspective and/or context in both interpreting and communicating information about situations, events, issues, or phenomena.

## 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
<b>LEAD3-5.COMM1.ADNCE</b>	Begins to identify some of the expectations of an audience, but needs assistance to do so.	Identifies some of the expectations and/or perspectives of an audience.	Identifies the general expectations and perspectives of an audience.	Identifies the expectations and perspectives of diverse audiences.
<b>LEAD3-5.COMM2.STRTG</b>	Begins to communicate and collaborate using verbal or non-verbal strategies with limited effectiveness, but needs assistance to do so.	Begins to communicate and collaborate with some effectiveness using verbal or non-verbal strategies.	Communicates and collaborates with some effectiveness using both verbal and non-verbal strategies.	Communicates and collaborates effectively using appropriate verbal and non-verbal strategies.
<b>LEAD3-5.COMM3.RSRC</b>	Begins to use appropriate resources, such as technology, media, and/or world languages, to communicate with similar individuals and groups, but needs assistance to do so.	Uses appropriate resources, such as technology, media, and/or world languages, to communicate with similar individuals and groups.	Uses appropriate resources, such as technology, media, and/or world languages, to communicate with diverse individuals or groups with some success.	Uses appropriate resources, such as technology, media, and/or world languages, to communicate with diverse individuals and groups.
<b>LEAD3-5.COMM4.REVSN</b>	Begins to reflect on some audience response and/or feedback, but needs assistance to do so.	Begins to reflect on audience response and/or feedback.	Reflects on audience response and/or feedback.	Reflects on audience response and/or feedback and begins to revise 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
<b>LEAD3-5.ACT1.OPORT</b>	Summarizes how others have identified the need for improvement of a situation, event, issue, or phenomena, but needs assistance to do so.	Begins to recognize the need for improvement of a situation, event, issue, or phenomena.	Recognizes the need for improvement of a situation, event, issue, or phenomena.	Identifies opportunities for individual action to address a situation, event, issue or phenomena.
<b>LEAD3-5.ACT2.PLANS</b>	Recognizes the need to develop a viable, manageable, and responsible plan of action, but needs significant assistance to do so.	Outlines a viable, manageable, and responsible plan of action, but needs assistance to implement actions.	Identifies a plan of action supported by the mathematics that is somewhat viable, manageable, and/or responsible that is somewhat consistent with the argument, conclusion, or decision	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.
<b>LEAD3-5.ACT3.CNTRB</b>	Begins to plan actions, but without the perceived potential for impact and needs assistance to do so.	Begins to plan actions based on the perceived potential for impact.	Plans actions based on the perceived potential for impact.	Plans actions based on evidence and the perceived potential for impact.
<b>LEAD3-5.ACT4.IMPLC</b>	Begins to reflect on some elements of others' actions and advocacy for improvement, but needs assistance to do so.	Begins to reflect on some elements of own actions and advocacy for improvement.	Reflects on some elements of won actions and advocacy for improvement.	Reflects on the whole of own actions and advocacy for improvement.