



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
LEAD6-8.INV1.ISSUE	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.	Identifies and describes a local, regional, or global issue and explores relevant questions about it.
LEAD6-8.INV2.EVDNC	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.	Uses multiple international and domestic sources to identify relevant evidence that addresses a global question.
LEAD6-8.INV3.RSPNS	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.	Analyzes and integrates evidence collected to construct a response to a global question.
LEAD6-8.INV4.POSTN	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.	Develops a position that considers multiple perspectives 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
LEAD6-8.PERS1.SELF	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.	Defends personal perspective on situations, events, issues, or phenomena.
LEAD6-8.PERS2.OTHR	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.	Identifies and describes the perspectives of other people, groups, or schools of thought.
LEAD6-8.PERS3.AFFCT	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.	Identifies and describes how perspectives affect how people interpret and respond to different situations, events, issues, or phenomena.
LEAD6-8.PERS4.APLIC	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.	Draws on an understanding of more than one perspective and/or context in 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
LEAD6-8.COMM1.ADNCE	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.	Identifies the expectations and perspectives of diverse audiences and applies that understanding to address the audience's needs.
LEAD6-8.COMM2.STRTG	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.	Communicates and collaborates effectively by selecting appropriate verbal and non-verbal strategies.
LEAD6-8.COMM3.RSRC	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.	Uses appropriate resources, such as technology, media, and/or world languages, to communicate and collaborate successfully with diverse individuals and groups.
LEAD6-8.COMM4.REVSN	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.	Reflects on audience response and/or feedback and revises 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
LEAD6-8.ACT1.OPORT	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.	Identifies and creates opportunities for individual action to address a situation, event, issue or phenomena.
LEAD6-8.ACT2.PLANS	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.	Assesses options and plans actions based on evidence and the perceived potential for impact.
LEAD6-8.ACT3.CNTRB	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.	Acts individually or collaboratively, in responsible ways, to contribute to improvement locally, regionally, or globally.
LEAD6-8.ACT4.IMPLC	Begins to reflect on some elements of own actions and advocacy for improvement.	Reflects on some elements of own actions and advocacy for improvement.	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.