

Asia Society's Graduation Portfolio System (GPS) Global Leadership Rubric

| Scoring Dimension | "Emerging" | "Developing" | "Proficient/College Ready" | "Advanced" |
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| <p>INVESTIGATE THE WORLD: PRODUCE NEW GLOBAL KNOWLEDGE</p> <p><i>What is the evidence that a student can explore researchable questions, analyze relevant evidence, and posit reasonable conclusions about globally significant issues?</i></p> | <ul style="list-style-type: none"> • The student identifies a locally, regionally or globally focused issue. • The student uses few sources, media, or languages to identify evidence that addresses a globally focused question. • The student restates or summarizes evidence collected to address a globally focused question. • The student develops an argument in response to a globally focused question. | <ul style="list-style-type: none"> • The student identifies and describes a locally, regionally or globally focused issue and explores relevant questions about it. • The student uses multiple international and domestic sources, media, or languages to identify relevant evidence that addresses a globally focused question. • The student analyzes and integrates evidence collected to construct a response to a globally focused question. • The student develops an argument that is based on multiple perspectives in response to a globally focused question. | <ul style="list-style-type: none"> • The student identifies, describes, and frames researchable questions about an issue and explains how that issue is locally, regionally and/or globally significant. • The student uses a variety of international and domestic sources, media, or languages to identify and weigh relevant evidence that addresses a globally focused question. • The student develops a coherent response based on analysis, integration, and synthesis of evidence to a globally focused question. • The student develops an argument based on multiple perspectives that addresses a counter argument and draws reasonable conclusions in response to a globally focused question. | <ul style="list-style-type: none"> • The student identifies, describes, and frames original researchable questions about an issue and articulates how that issue is locally, regionally and globally significant. • The student uses a variety of international and domestic sources, media, or languages to analyze, evaluate and select evidence that addresses a globally focused question. • The student develops a coherent and original response to a globally focused question that is based on analysis, integration, and synthesis of evidence. • The student develops an argument based on multiple perspectives that addresses significant counter arguments and draws defensible and original conclusions in response to a globally focused question. |

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| <p>RECOGNIZE PERSPECTIVES: APPLY CROSS-CULTURAL UNDERSTANDING</p> <p><i>What is the evidence that a student can recognize, articulate, and apply an understanding of different perspectives (including his/her own)?</i></p> | <ul style="list-style-type: none"> • The student states that he/she has a perspective on situations, events, issues or phenomena. • The student recognizes that other people, groups, or schools of thought have a perspective different from his/her own. • The student recognizes that cultural perspective affects how people react to different situations, events, issues or phenomena. • The student recognizes that access to resources affects people’s quality of life. | <ul style="list-style-type: none"> • The student identifies and describes his/her unique perspective on situations, events, issues or phenomena. • The student identifies and describes the perspectives of other people, groups, or schools of thought. • The student identifies and describes how cultural perspectives affect how people interpret and respond to different situations, events, issues or phenomena. • The student identifies and describes how access to resources affects people’s perspectives and their quality of life. | <ul style="list-style-type: none"> • The student expresses his/her own perspective on situations, events, issues or phenomena and identifies various influences on that perspective. • The student explains the perspectives of other people, groups, or schools of thought and identifies possible influences on those perspectives. • The student explains how different cultural perspectives influence interactions among individuals and groups, affecting their understanding of situations, events, issues or phenomena (including the development of knowledge). • The student explains how differential access to knowledge, technology or resources affects people’s perspectives and their quality of life. | <ul style="list-style-type: none"> • The student expresses his/her own perspective on situations, events, issues or phenomena and explains how various influences affect his/her perspective. • The student articulates the perspectives of other people, groups, or schools of thought and explains what affects those perspectives. • The student articulates how multiple cultural perspectives influence interactions among people and nations determining their understanding of situations, events, issues or phenomena (including the development of knowledge). • The student articulates specific, detailed and relevant examples showing how differential access to knowledge, technology and resources affects people’s perspectives, their quality of life, and their future options. |

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| <p>COMMUNICATE IDEAS: CONNECT AND COLLABORATE ACROSS BOUNDARIES</p> <p><i>What is the evidence that a student can use appropriate language, behaviors, and technologies to effectively communicate and collaborate with diverse audiences?</i></p> | <ul style="list-style-type: none"> • The student recognizes that diverse audiences may perceive different meanings from the same information. • The student listens to and communicates with diverse people. • The student uses technology and media to communicate with diverse audiences. • The student recognizes that communication impacts understanding. | <ul style="list-style-type: none"> • The student identifies and describes how diverse audiences may perceive different meanings from the same information and recognizes that this impacts communication. • The student listens to and communicates with diverse people, using appropriate verbal and non-verbal behavior, languages, and/or strategies. • The student selects and uses appropriate technology and media to communicate with diverse audiences. • The student identifies and describes how effective communication impacts understanding. | <ul style="list-style-type: none"> • The student explains how diverse audiences may perceive different meanings from the same information, and how that impacts communication. • The student engages in effective two-way communication and collaboration with diverse people, selecting and using appropriate verbal and non-verbal behavior, languages, and/or strategies. • The student engages in communication and collaboration with diverse audiences via appropriate technology and media. • The student explains and reflects on how effective communication impacts understanding and collaboration. | <ul style="list-style-type: none"> • The student articulates why diverse audiences may perceive different meanings from the same information and why that impacts communication. • The student engages in effective two-way communication and collaboration with diverse people, selecting and adapting appropriate verbal and non-verbal behavior, languages, and/or strategies for a specific audience. • The student engages in communication and collaboration with diverse audiences, selecting and adapting appropriate technology and media for a specific audience. • The student articulates and reflects on how effective communication impacts understanding and collaboration in an interdependent world. |

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| <p>TAKE ACTION: ENACT GLOBAL SOLUTIONS</p> <p><i>What is the evidence that a student can translate his/her ideas, concerns, and findings into appropriate actions to improve conditions?</i></p> | <ul style="list-style-type: none"> • The student identifies opportunities for personal action to address a situation, event, issue or phenomena. • The student plans actions based on the perceived potential for impact. • The student acts to personally contribute to improvement locally, regionally or globally. • The student recognizes his/her capacity to contribute to improvement locally, regionally, or globally. | <ul style="list-style-type: none"> • The student identifies and creates opportunities for personal action to address a situation, event, issue or phenomena. • The student assesses options and plans actions based on evidence and the perceived potential for impact. • The student acts, personally or collaboratively, in ethical ways, to contribute to improvement locally, regionally or globally. • The student reflects on his/her capacity to contribute to improvement locally, regionally, or globally. | <ul style="list-style-type: none"> • The student identifies collaborators across disciplines and industries and creates opportunities for personal or collaborative action to address a situation, event, issue or phenomena in ways that improve conditions. • The student assesses options and plans actions based on evidence that indicates the potential for impact, taking into account previous approaches and varied perspectives. • The student acts, personally or collaboratively, in creative and ethical ways, to contribute to improvement locally, regionally and/or globally and assess the impact of the action. • The student reflects on his/her capacity to contribute to and advocate for improvement locally, regionally, and/or globally. | <ul style="list-style-type: none"> • The student identifies collaborators across disciplines and industries and involves others in collaborative action across borders to address a situation, event, issue or phenomena in ways that improve conditions. • The student assesses options and plans actions based on evidence and the potential for impact, taking into account previous approaches, varied perspectives, and potential consequences – both intended and unintended. • The student acts collaboratively, in creative and ethical ways, to design sustainable solutions that target local, regional, and/or global improvement. • The student reflects on his/her capacity to contribute to and advocate for improvement locally, regionally, and globally. |