

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 |
|---|--|---|---|--|
| Pose Significant Researchable Question(s) | Identifies a local or regional topic or issue for study; relevance to the global community must be inferred. | 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. |
| Select Varied Relevant Evidence | Uses evidence from a provided source to address a local or regional question. | 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. |
| Analyze, Integrate and Evaluate Sources | Restates accurate information that is relevant to a local, regional, or global question. | 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. |
| Develop an Evidence-based Position and Draw Conclusions | Restates an opinion from a source in response to a global question. | 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. |

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 | Describes a personal experience with a situation, event, issue, or phenomenon. | 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. |
| Explain Perspective of Others | Supports one's own perspective by restating the consistent perspectives of other people, groups, or scholars. that are consistent with own perspective. | Recognizes that other people, groups, or scholars have a perspective different from their own. | Identifies the perspectives of other people, groups, or scholars. | Summarizes the perspectives of other people, groups, or scholars, which may be different from their own perspective. |
| Explain Cultural Interactions | Makes an observation about how a person or group of people reacts to a situation, event, issue, or phenomenon. | 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 situations, events, issues, or phenomena. |
| Understand Contexts | Recognizes that there is an alternative perspective on a situation, event, issue, or phenomenon. | 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. |

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 | Recognizes that an audience may have a different perspective on a topic, but does not specify it. | 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. |
| Communicate with Diverse People | Attempts to communicate and collaborate using verbal or non-verbal strategies, but needs additional skill development with the strategies. | 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. |
| Use Technology and Media | Attempts to apply resources, such as technology or media, to communicate with an audience, but needs additional skill development with the resource. | Applies provided resources, such as technology or media, in a basic way to communicate with individuals from a background different from their own. | Applies provided resources, such as technology and media, to communicate with individuals from a background different from their own. | Selects and applies appropriate resources, such as technology and media, to communicate and collaborate with individuals from a background different from their own. |
| Reflect on Effectiveness of Communication | Makes an inaccurate observation about audience response and/or feedback. | 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. |

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 general need for improvement of a situation, event, issue, or phenomenon. | 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. |
| Assess Options and Plan Actions | Proposes hypothetical actions that are not supported by evidence about potential impact. | 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. |
| Act Creatively and Responsibly | Recognizes the need for individual or collaborative action to address a local, regional, or global situation, but does not identify a plausible potential action. | 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.. |
| Reflect on Actions | Reflection on proposed actions and advocacy for improvement is limited or unrealistic. | 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. |