

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) GL.3.INV.1	With prompting chooses a local or regional topic or issue for study.	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.
Select Varied Relevant Evidence GL.3.INV.2	Identifies evidence from a provided source connected to a local or regional question.	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.
Analyze, Integrate, and Evaluate Sources GL.3.INV.3	Identifies accurate information that is relevant to a local, regional, or global question.	Restates accurate information that is relevant to a local, regional, or global question.	Provides a basic 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.
Develop an Evidence-based Position and Draw Conclusions GL.3.INV.4	Identifies an opinion from a source connected to a global question.	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.

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 GL.3.PERS.1	Identifies a personal experience connected to a situation, event, issue, or phenomenon.	Describes a personal experience with a situation, event, issue, or phenomenon.	Expresses an basic personal perspective on a situation, event, issue, or phenomenon.	Expresses a personal perspective on a situation, event, issue, or phenomenon.
Explain Perspective of Others GL.3.PERS.2	Identifies a perspective that is consistent with own perspective.	Supports one's own perspective by restating the consistent perspectives of other people, groups, or scholars that are consistent with one's own perspective.	Recognizes that other people, groups, or scholars have perspectives different from one's own.	Identifies the perspectives of other people, groups, or scholars.
Explain Cultural Interactions GL.3.PERS.3	Identifies when a person or group of people reacts to a situation, event, issue, or phenomenon.	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.
Understand Contexts GL.3.PERS.4	With prompting recognizes that there is an alternative perspective on a situation, event, issue, or phenomenon.	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.

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 GL.3.COMM.1	With prompting recognizes that an audience may have a different perspective on a topic.	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.
Communicate with Diverse People GL.3.COMM.2	Understands that there are verbal and non-verbal strategies to help communicate and collaborate.	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 nonverbal communication in a basic way.	Communicates and collaborates using verbal and non-verbal strategies or behaviors that are appropriate for most audiences.
Use Technology and Media GL.3.COMM.3	Identifies resources such as technology or media, to communicate with an audience.	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 one's own.	Applies provided resources, such as technology and media, to communicate with individuals from a background different from one's own.
Reflect on Effectiveness of Communication GL.3.COMM.4	Understands that an audience responds and provides feedback.	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.

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 GL.3.ACT.1	Understands that a situation, event, issue, or phenomenon may require improvement.	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.
Assess Options and Plan Actions GL.3.ACT.2	Understands when a hypothetical action could have a potential impact.	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.
Act Creatively and Responsibly GL.3.ACT.3	Understands that individual or collaborative action could address a local, regional, or global situation.	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.
Reflect on Actions GL.3.ACT.4	With prompting can reflect on actions and advocacy for improvement, but is limited or unrealistic.	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.