

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.