

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)	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.	Poses a researchable question on a local, regional, and/or global issue, and explains its significance to the global community.
Select Varied Relevant Evidence	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.	Selects and uses multiple international and domestic sources to identify relevant evidence that addresses a global question.
Analyze, Integrate and Evaluate Sources	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.	Analyzes and integrates evidence from sources to develop a well-supported response to a global question; demonstrates an informed understanding of the issue.
Develop an Evidence-based Position and Draw Conclusions	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.	Develops a position based on evidence from sources that considers multiple perspectives; draws reasonable conclusions 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
Express Personal Perspective	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.	Expresses a clear personal perspective on a situation, event, issue, or phenomenon, and identifies an influence on that perspective.
Explain Perspective of Others	Recognizes that other people, groups, or scholars have a perspective different from one's own.	Identifies the perspectives of other people, groups, or scholars.	Summarizes the perspectives of other people, groups, or scholars, which may be different from one's own perspective.	Explains the perspectives of other people, groups, or scholars as distinct from one's own perspective.
Explain Cultural Interactions	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 a situation, event, issue, or phenomenon.	Identifies and describes how perspectives affect how people interpret and respond to a situation, event, issue, or phenomenon.
Understand Contexts	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.	Explains various perspectives or interpretations of a situation, event, issue, or phenomenon, and reflects an understanding of different contexts, 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	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.	Anticipates how a specific audience with particular perspectives will interpret communicated information; applies that understanding to adjust the communication to meet the audience's specific needs.
Communicate with Diverse People	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.	Demonstrates an understanding of a specific audience by communicating and collaborating using verbal and non-verbal behavior, languages, and strategies that are appropriate to the specific audience.
Use Technology and Media	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.	Selects and applies appropriate resources, such as technology and media, to communicate and collaborate with individuals from a background different from one's own.	Selects and applies appropriate resources, such as technology and media, to communicate and collaborate with a range of diverse individuals.
Reflect on Effectiveness of Communication	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.	Makes accurate, specific observations about audience response and/or feedback, and proposes specific, targeted 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	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.	Identifies opportunities for personal or collaborative action to address a situation, event, issue or phenomenon in a way that is likely to improve conditions.
Assess Options and Plan Actions	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.	Assesses options and plans actions based on evidence, and the perceived potential for impact.
Act Creatively and Responsibly	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..	Acts individually or collaboratively to execute a plan that is culturally appropriate, and is likely to lead to improvement of a local, regional, or global situation; assesses the merit of the action.
Reflect on Actions	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.	Reflects on the effectiveness and appropriateness of own actions and advocacy for improvement; describes outcomes of actions, and makes note of implications for future action and advocacy.