

I CAN STATEMENTS

GRADUATION
PERFORMANCE
SYSTEM

Postsecondary

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?

PERFORMANCE OUTCOME	I CAN STATEMENT
Poses an original and specific researchable question on a local, regional, and/or global issue; and convincingly explains its significance to the global community.	<p>I can pose specific researchable questions on a local, regional, and/or global issue. This means my questions are about important issues and can be addressed by researching a specific issue.</p> <p>I can also explain why my question is significant to the global community. This means I can describe in my own words why my question and issue are important to many different people.</p>
Selects and uses a variety of international and domestic sources in multiple formats or media to identify and weigh the most important evidence that addresses a global question.	<p>I can select and use a variety of international and domestic sources to identify evidence that addresses a global question. This means I can choose sources from different countries to examine a global question.</p> <p>I can also weigh evidence that addresses a global question. This means I can evaluate how well the evidence helps me address the question.</p>
Analyzes, integrates, and evaluates sources of evidence to develop a coherent, well-supported, and original response to a global question; demonstrates a thorough and complex understanding of the issue.	<p>I can analyze sources of evidence to develop a coherent, well-supported response to a global question. This means I can examine evidence to help explain my response. It also means the evidence I use is organized in a clear way.</p> <p>I can integrate sources of evidence. This means I can take evidence from different sources and combine it into my response.</p> <p>I can also evaluate sources of evidence. This means I can think critically about how well specific evidence supports my response.</p>
Develops a clear and specific position based on evidence from sources that considers multiple perspectives; draws defensible, logical conclusions in response to a global question.	<p>I can develop a clear, evidence-based position in response to a global question. This means my response needs to logically follow the evidence I've selected.</p> <p>I can identify multiple perspectives in my sources. This means I need to select a variety of sources that include different viewpoints.</p> <p>I can also draw defensible conclusions. This means that I need to be able to defend my ideas with evidence from sources.</p>

Recognize Perspectives

What is the evidence that a student can recognize, articulate, and apply an understanding of different perspectives (including his/her own)?

PERFORMANCE OUTCOME	I CAN STATEMENT
Expresses and justifies a clear personal perspective on a situation, event, issue, or phenomenon; and explains in detail the influences on that perspective.	<p>I can express a clear and specific personal perspective on a topic or idea. This means I can describe my perspective and support it with evidence and details.</p> <p>I can also describe the influences on my perspectives. This means I can describe how my perspective is shaped by what I've learned or experienced.</p>
Demonstrates a clear and accurate understanding of the perspectives of other people, groups, or scholars.	<p>I can explain the perspective of others. This means I can describe a perspective that is not necessarily my own.</p> <p>I can also distinguish another's perspective from my own. This means I can describe the way another's perspective differs from, or is similar to, my own.</p>
Provides a complex analysis of how varying perspectives influence human interactions, and how this affects people's understandings of a situation, event, issue, or phenomenon.	I can explain how perspectives influence human interactions and understandings. This means I can give examples of how having different perspectives affects the way people view the world.
Explains how different contexts, including access to knowledge, technology, and resources, influence perspectives through a multi-faceted, complex interpretation of a situation, event, issue, or phenomenon.	I can explain how access to knowledge, technology, and resources influences perspectives. This means I can describe how these contexts have an effect on the way different people view specific situations, events, issues, or phenomena.

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?

PERFORMANCE OUTCOME	I CAN STATEMENT
Demonstrates a precise understanding of the unique perspectives of diverse audiences and how that impacts their interpretation of communicated information; applies that understanding to meet the needs of the diverse audience.	<p>I can anticipate how diverse audiences will interpret communication. This means I can think about the different people's perspectives and how this influences them.</p> <p>I can also apply this understanding to meet an audience's needs. This means I can use what I know about people's perspectives to adjust the way I deliver information.</p>
Demonstrates a precise and detailed understanding of diverse audiences by communicating and collaborating skillfully and effectively using verbal and nonverbal behaviors, language, and strategies that are customized to specific audiences.	<p>I can use behaviors, language, and strategies to communicate with diverse audiences. This means I understand cultural differences when I communicate with a group of people with different perspectives. It also means I know what skills and strategies will help me communicate with this audience.</p> <p>I can also use behaviors, language, and strategies to collaborate with diverse audiences. This means I understand cultural differences when I work with people of different backgrounds. It also means I know what skills and strategies will help me collaborate with this group.</p>
Selects and skillfully applies appropriate resources, such as technology and media, to communicate and collaborate expertly with diverse individuals and groups.	<p>I can select and use resources to communicate effectively. This means I understand which technology or media will best help me communicate with a specific person or group.</p> <p>I can also select and use resources to collaborate effectively. This means I understand which technology or media will best help me collaborate with a specific person or group.</p>
Evaluates the effectiveness of communication choices based on audience response and/or feedback and makes targeted changes that clearly lead to improved communication.	I can improve my communication after I accurately observe an audience's response or listen to their specific feedback. This means I can take this feedback to make changes in the way I communicate.

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?

PERFORMANCE OUTCOME	I CAN STATEMENT
Identifies and creates opportunities for personal and collaborative action across disciplines, industries, and/or borders to address a situation, event, issue, or phenomenon in a way that is likely to improve conditions.	<p>I can identify opportunities to take action to improve conditions. This means, I can think about the type of action needed depending on the context.</p> <p>I can also create opportunities to take action to improve conditions. This means I can think about appropriate actions that will improve a situation in a specific context.</p>
Assesses options and plans actions based on evidence that indicates the potential for impact by evaluating previous approaches, varied perspectives, and potential consequences, both intended and unintended.	<p>I can assess the options for action based on evidence. This means I can think about previous approaches, different perspectives, and consequences of previous actions.</p> <p>I can also plan actions based on evidence that indicates the potential for impact. This means I can think about previous approaches and different perspectives, and evaluate the consequences of possible actions.</p>
Acts individually and collaboratively to execute a plan that is culturally situated, innovative, and sustainable, and that results in the improvement of a local, regional, and/or global situation; assessment of the impact of the action is supported by results and evidence.	<p>I can take action in a way that is likely to improve a condition. This also means I can think about the impact of my plan, and if it respects the cultural values of people affected by my actions.</p>
Reflects on the effectiveness and cultural appropriateness of one's actions and advocacy for improvement; honestly and realistically evaluates evidence of short- and long-term results of actions, and describes implications, issues, shortfalls, and/or remedies for future actions and advocacy.	<p>I can reflect on the effectiveness and cultural appropriateness of my actions and advocacy. This means I can think about the results of my actions and whether they respect the cultural values of people affected by my actions.</p> <p>I can also think about whether these actions can lead to future action and advocacy. This means I think about what I did this time when faced with another situation or issue.</p>