Global Leadership

RATIONALE

In *Educating for Global Competence*, Veronica Boix-Mansilla and Anthony Jackson define global competence as "the capacity and disposition to understand and act on issues of global significance." In this context, the word "global" refers not just to different places on the planet, but to the great variety of interconnected people, cultures, ideas, problems, and opportunities that constitute all human experience. The globally competent student learns how to synthesize information and ideas from many different sources and perspectives, and makes well-informed decisions to act on what is learned. It is this constellation of knowledge, disposition, and action that characterizes Global Leadership.

Global Leadership gives students many opportunities to transcend their local boundaries by developing global competence across disciplines of art, English language arts, history/social studies, mathematics, science, and world languages. A well-rounded global curriculum not only opens students' eyes, but sets the stage for them to act in ways that are inspired by their course of study and driven by a desire to make a difference locally, regionally, and globally.

The skills required for successful participation in the world—such as responsible citizenship, innovative entrepreneurship, and active leadership, among others—are not specific to any one course or classroom. A globally focused school fosters the development of these skills through service learning, internships, field trips, performances and exhibits, and other experiential projects during the school day and via afterschool and summer programs.

In the course of developing global competence, students investigate the world, learn more about where people come from and how they live, and come back to reflect on their own lives with honesty. Recognizing different perspectives, communicating and defending ideas with respect and empathy, and accounting for the thoughts and opinions of others are the roots of effective leadership and collaboration. The seeds of action—identifying a local, regional or global issue, researching questions about its causes and possible solutions, and taking responsibility for personal action in response—may be sown in a class or in an afterschool program, but in a globally-focused curriculum, those seeds germinate everywhere in school, at home, and in community life.

Students need to know they do have an impact and that they are not powerless in the face of large, complex, and often seemingly intractable global issues they study. Grounding a decision to act in Global Leadership allows them to demonstrate their knowledge of the world and teaches them how to be part of a global community.

Global Leadership

PRIMARY GRADES

Performance Outcomes
I Can Statements
Rubric

for Students Aged 4-7

Center for Global Education

Asia Society

Global Leadership

I CAN STATEMENTS

grade K

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?

- With prompting and support, I can ask a question about an idea that is important to my community.
- With prompting and support, I can use resources about an idea important in my community. This means with help I can choose a resource to learn more about my question.
- I can read or talk with others to answer my question.
- With prompting and support, I can identify opinions about an idea. This means with help I understand there are many different opinions.

Recognize Perspectives

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

- With prompting and support I can tell what I think about a problem in my classroom.
- With prompting and support, I can identify when someone else has an idea that is different from my own.
- With prompting and support, I can identify how I react to a situation.
- With prompting and support, I can explain how someone else feels about an idea.

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?

- I can speak and write to share my ideas with others. This means with help I can look at my audience, speak loudly and clearly, and share my ideas so that my audience can understand them.
- I can work with a partner or in a group. This means with help I can take turns while talking, and I can ask questions when I don't understand.
- I can use resources to communicate with people outside my classroom.

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?

- I can tell others about a problem.
- I can tell how to solve the problem.

Global Leadership

I CAN STATEMENTS

grade 1

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?

- I can ask a question about an idea that is important to my community. This means I can ask a question and explain why my question is important.
- I can use resources about an idea important in my community. This means with help I can choose a resource to learn more about my question.
- I can read books, watch videos, or look at pictures to answer my question.
- I can identify opinions about an idea and reasons for each opinion. This means I understand there are many different opinions.

Recognize Perspectives

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

- I can explain what I think about an important problem related to my home or school.
- I can also share one reason for my opinion.
- I can identify when someone else has an idea that is different from my own.
- I can identify how I react to a situation.
- I can explain how someone else feels about an idea.

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?

- I can speak and write to share my ideas with others. This means I can use complete sentences, look at my audience, speak loudly and clearly, and share my ideas so that my audience can understand them.
- I can work with a partner or in a group. This means I can take turns while talking, I can agree and disagree respectfully, I can add on to what my peers say, I can ask my peers to explain their thinking, and I can work with others to reach a goal.
- I can use resources to communicate with people outside my classroom.

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?

- I can tell others about a problem.
- I can also share the reason for my opinion about this problem
- I can give ideas of ways to solve the problem.
- I can describe a plan for solving the problem.

Global Leadership

I CAN STATEMENTS

grade 2

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?

- I can ask a question about an idea that is important to my community or the world. This means I can ask a question and explain why my question is important to many different people.

- I can use resources about an issue important to my community or the world. This means with support I can choose a resource that will help me answer my question.

- I can locate and explain evidence from the source that helps answer my question.

- I can choose an opinion about an important issue. I can also know what an author's opinion by how they explain or describe an issue.

Recognize Perspectives

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

- I can share my personal perspective on an issue. This means I can explain what I think about the issue. I can also share one reason for my opinion.

- I know that people have perspectives that are different from my own. This means I can identify that people may think differently than I do.

- I can identify how someone reacts to a situation differently than I do.

- I can identify someone else's perspective on an issue in the community or the world. This means I know what someone else thinks about the issue.

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?

- With prompting and support, I can identify my audience's perspective. This means, with help, I know what my audience thinks about my topic.

- I can speak and write to share my ideas with others. This means I can use complete sentences, look at my audience, speak loudly and clearly, and share my ideas so that my audience can understand them.

- I can work with a partner or in a group. This means I can agree and disagree respectfully, I can add on to what my peers say, I can ask my peers to explain their thinking, and I can work with others to achieve a goal.

- I can use resources to communicate with people around the world.

- With prompting and support, I can describe how an audience responds to my ideas. I can also describe the feedback people give to my ideas.

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?

- I can identify when a situation needs to be changed or improved. I can also share reasons why this situation needs to be improved.
- I can think of different ways to make a change and can explain how they may improve a situation.
- I can describe a plan to take action for improving a situation. I can also share the details for my plan.
- With prompting and support, I can reflect on my plan. This means I can think about my plan and if it will help solve an issue.

Global Leadership

3RD GRADE

Performance Outcomes
I Can Statements
Rubric

for Students Aged 8-9

Global Leadership

PERFORMANCE OUTCOMES

grade 3

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?

- Poses a broad question on a local or regional issue, and identifies its relevance to the global community.
- Relies on a single source relevant to a local or regional question.
- Provides a basic summary of evidence from sources that are relevant to a local, regional, or 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.

Recognize Perspectives

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

- Poses a broad question on a local or regional issue, and identifies its relevance to the global community
- Relies on a single source relevant to a local or regional question
- Provides a basic summary of evidence from sources that are relevant to a local, regional, or 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

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?

- Identifies the general perspective of an audience on a topic.
- Communicates and collaborates using verbal and nonverbal communication skills in a basic way.
- Applies provided resources, such as technology or media, in a basic way to communicate with individuals from a background different from one's own.
- Makes broad observations about an audience response and/or feedback.

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?

- Identifies a specific need for improvement of a situation, event, issue, or phenomenon.
- Proposes hypothetical actions that are based on basic understanding of the situation, event, or issue.
- Identifies a specific individual or collaborative action that may be taken to address a local, regional, or global situation, regardless of whether or not the plan is likely to improve the situation.
- Reflects on the general appropriateness of proposed actions and advocacy for improvement.

Global Leadership

I CAN STATEMENTS

grade 3

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 a broad question on a local or regional issue, and identifies its relevance to the global community • Relies on a single source relevant to a local or regional question • Provides a basic summary of evidence from sources that are relevant to a local, regional, or 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	• I can ask a question about an issue important to my community or the world. I can explain why my question is important to many different people. • I can use resources relevant to an issue that is important to my community or the world. This means I can select a text or media source that will help me answer a question. • I can provide evidence from sources such as texts or media. This means I can use evidence from my sources to help me answer a question about the world. • I can adopt an opinion about an important issue and I can find evidence from a reliable source to support that opinion.

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 a basic personal perspective on a situation, event, issue, or phenomenon • Recognizes that other people, groups, or scholars have a perspective different from one's own • Recognizes the different ways that people react to a situation, event, issue, or phenomenon • Identifies an alternative perspective on a situation, event, issue, or phenomenon	• I can share my personal perspective on an issue, and provide one reason for my opinion. • I know that people have perspectives different from my own. This means I can identify when people may think differently than I do. • I know that people react to a situation differently than I do. This means that I can identify when people may respond to a situation differently than I do. • I can identify someone else's perspective on an issue in the community or the world. This means I know what someone else thinks about the issue.

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
• Identifies the general perspective of an audience on a topic • Communicates and collaborates using verbal and nonverbal communication skills in a basic way • Applies provided resources, such as technology or media, in a basic way to communicate with individuals from a background different from one's own • Makes broad observations about an audience response and/or feedback	• I can identify my audience's perspective. This means I know what my audience thinks about my topic. • I can speak and write to share my ideas with others. This means I can use complete sentences, look at my audience, speak loudly and clearly, and share my ideas so that my audience can understand them. • I can work with a partner or in a group. This means I can agree and disagree respectfully, I can add to what my peers say, I can ask my peers to explain their thinking, and I can work with others to achieve a goal. • I can use resources to communicate with people around the world. • I can describe how an audience responds to my ideas. I can also describe the feedback people give to my ideas.

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 a specific need for improvement of a situation, event, issue, or phenomenon • Proposes hypothetical actions that are based on basic understanding of the situation, event, or issue • Identifies a specific individual or collaborative action that may be taken to address a local, regional, or global situation, regardless of whether or not the plan is likely to improve the situation • Reflects on the general appropriateness of proposed actions and advocacy for improvement	• I can identify when a situation needs to be changed or improved. • I can share the reasons why this situation needs to be improved. • I can think of different ways to make a change and can explain how each change may improve a situation. • I can describe a plan to take action for the purpose of improving a situation. • I can share the details for my plan. • I can reflect on my plan. This means I can think about my plan and if it will help solve an issue.

Center for Global Education

Global Leadership

RUBRIC

grade 3

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.

Center
for Global
Education

grade
3

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.

Global Leadership

5TH GRADE

Performance Outcomes
I Can Statements
Rubric

for Students Aged 9-11

Global Leadership

PERFORMANCE OUTCOMES

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?

- Poses a question on a local, regional, or global issue, and identifies its significance to the global community.
- Selects and uses a few domestic sources to identify evidence that addresses a global question.
- Provides an accurate summary of evidence from sources that are relevant to a global question.
- Develops an opinion based on evidence from a source 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)?

- Expresses a personal perspective on a situation, event, issue, or phenomenon.
- Identifies the perspectives of other people, groups, or individuals.
- Identifies how perspectives affect the way different people react to a situation, event, issue, or phenomenon.
- Identifies an alternative perspectives 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?

- Explains the perspective of an audience on a topic.
- Communicates and collaborates using verbal and non-verbal strategies or behaviors that are appropriate for most audiences.
- Applies provided resources, such as technology and media, to communicate with individuals from a background different from one's own.
- Makes observations about audience response and/or feedback, and proposes relevant changes to communication choices.

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?

- Identifies a specific need for improvement of a situation, event, issue, or phenomenon, and a plausible personal response.
- Proposes hypothetical actions based on the perceived potential for impact.
- 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.
- Reflects on the likely effectiveness of proposed actions and advocacy for improvement.

Center for Global Education

Asia Society [logo]

Global Leadership

I CAN STATEMENTS

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 a question on a local, regional, or global issue and identifies its significance to the global community.	I can pose a question on an issue. This means the issue needs to be important to many different people. This also means that research will help me answer my question.
Selects and uses a few domestic sources to identify evidence that addresses a global question.	I can select and use sources. This means my sources need to be from my own country and other countries. I can also use these sources to identify evidence that addresses a global question. This means that information for my sources help me answer a global question.
Provides an accurate summary of evidence from sources relevant to a global question.	I can summarize the information from my sources. This means I can describe the main idea of this information. It also means my summary helps me answer a global question.
Develops an opinion based on evidence from a source in response to a global question.	I can form an opinion on what I think about this global issue. This means I can use evidence to support my opinion.

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 a personal perspective on situations, events, issues, or phenomena.	I can express a personal perspective on a topic or idea. This means I can share my point of view.
Identifies the perspectives of other people, groups, or individuals.	I can identify someone else's perspective.
Identifies how perspectives affect the way different people react to situations, events, issues, or phenomena.	I can identify how perspective affects how someone will react to something. This means I know when someone has a different point of view. It also means I understand how this perspective may cause a person to react in a certain way.
Identifies alternative perspectives on situations, events, issues, or phenomena, and provides a plausible reason for that perspective.	I can identify an alternative perspective. This means I know when someone has a different point of view from my own. I can also give a good reason why they might have a different 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?

PERFORMANCE OUTCOME	I CAN STATEMENT
Explains the perspective of an audience on a topic.	I can explain the perspective of an audience on a topic.
Communicates and collaborates using verbal and non-verbal strategies or behaviors that are appropriate for most audiences.	I can use general skills to communicate. I can also use general skills to collaborate.
Applies provided resources, such as technology and media to communicate with individuals from a background different from their own.	I can use provided resources to communicate. This means I understand how to use a specific resource to help me communicate.
Makes observations about audience response and/or feedback, and proposes relevant changes to communication choices.	I can make observations about an audience's response or listen to their feedback. I can identify relevant ways to improve my communication. This means I can take this feedback to describe how I might change 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 specific needs for improvement of situations, events, issues, or phenomena, and a plausible personal response.	I can identify when a situation needs to be changed. This means I know when an important issue needs improvement.
Proposes hypothetical actions based on the perceived potential for impact.	I can create a plan to take action based on a potential for impact. This means I think about what I've learned to help me plan my action. It also means I think about the possible success of my actions.
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.	I can describe a plan to improve a situation. This means my plan address an important issue in a positive way.
Reflects on the likely effectiveness of proposed actions and advocacy for improvement.	I can reflect on how effective my plan might be. This means I can think about my plan and if it might be successful.

Center for Global Education

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.

Center for Global Education

Recognize Perspectives

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

grade 5

	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.

Global Leadership

8TH GRADE

Performance Outcomes
I Can Statements
Rubric

for Students Aged 12-14

Global Leadership

PERFORMANCE OUTCOMES

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?

- Poses a researchable question on a local, regional, and/or global issue, and provides a general reason for its significance to the global community,

- Selects and uses a variety of sources to identify relevant evidence that addresses a global question.

- Analyzes and integrates evidence from sources to develop a response to a global question.

- Develops a position based on evidence from sources that reflects a particular perspective in response to a global question, drawing 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/their own)?

- Expresses a clear personal perspective on a situation, event, issue, or phenomenon.

- Summarizes the perspectives of other people, groups, or scholars, which may be different from their own perspective.

- Summarizes how perspectives affect how different people react to a situation, event, issue, or phenomenon.

- Identifies alternative perspectives on a situation, event, issue, or phenomenon, and makes connections 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?

- Predicts how a specific audience with particular perspectives will respond to communicated information.

- Demonstrates an understanding of a specific audience by communicating and collaborating using generally appropriate verbal and non-verbal behavior, languages, and strategies.

- Selects and applies appropriate resources, such as technology and media in various world languages, to communicate and collaborate with individuals from a background different from their own.

- Makes observations about audience response and/or feedback, and proposes appropriate changes in communication choices.

Take Action

What is the evidence that a student can translate his/hertheir ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions?

- Participates in collaborative opportunities for action to address a situation, event, issue or phenomenon.
- Plans actions based on evidence and the perceived potential for impact.
- 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.
- Reflects on the appropriateness of own actions and advocacy for improvement.

Global Leadership

I CAN STATEMENTS

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 a researchable question on a local, regional, and/or global issue, and provides a general reason for its significance to the global community,	I can pose researchable questions on a local, regional and/or global issue. This means my questions are about important issues. This also means the questions I create can be addressed through research. I can also explain why my question is significant to the global community. This means I can briefly describe why my question and issue are important to many different people.
Selects and uses a variety of sources to identify relevant evidence that addresses a global question.	I can select and use a variety of international and domestic sources. This means my sources need to be from my own country and other countries. I can also use these sources to identify evidence that addresses a global question. This means I can choose sources to examine a global question.
Analyzes and integrates evidence from sources to develop a response to a global question.	I can analyze sources of evidence to develop a response to a global question. This means I can examine evidence to help explain my response. I can also integrate sources of evidence. This means I can take evidence from different sources and combine into my response.
Develops a position based on evidence from sources that reflects a particular perspective in response to a global question, drawing conclusions that reflect a partial understanding of the issue.	I can develop a position in response to a global question. This means my response needs to be supported by the evidence I've selected. I can also draw a conclusion that reflects a partial understanding of the issue. This means my conclusions will show that I have a general understanding of the issue.

Society

grade 8

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 clear personal perspectives on situations, events, issues, or phenomena.	I can express a clear and personal perspective on a topic or idea. This means I can describe my perspective. It also means I can describe my perspective in a clear way.
Summarizes the perspectives of other people, groups, or scholars, which may be different from own.	I can summarize the perspective of others. This means I can describe the main idea of another person's perspective. The perspective I'm describing could be similar or different from my own perspective.
Summarizes how perspectives affect how different people react to situations, events, issues, or phenomena.	I can summarize how perspective affects how someone will react to something. This also means I can describe the main idea of how a point of view affects the way people react.
Identifies alternative perspectives on situations, events, issues, or phenomena, and makes connections to a contextual factor, such as access to knowledge, technology, or resources.	I can explain an alternative perspective on the same situation, event, issue or phenomenon. This means I can describe how someone can have a different point of view from my own.
	I can also make connections to the different contexts affect a person's perspective. This means I know that the resources or knowledge a person has can change the way they view the world.

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
Predicts how a specific audience with its particular perspectives will respond to communicated information.	I can predict how an audience with a specific perspective will interpret communication. This means I can think about the group's perspective and how this influences them.
Demonstrates understanding of a specific audience by communicating and collaborating using generally appropriate verbal and non-verbal behavior, languages, and strategies.	I can use general skills and behaviors to communicate. This means I understand cultural differences when I communicate with a group of people. I can also use general skills to collaborate with a specific audience. This means I understand cultural differences when I work with other people.
Selects and applies appropriate resources, such as technology and media, to communicate and collaborate with individuals from a background different from their own.	I can select and use resources to communicate. This means I understand which technology or media will best help me communicate my message. I can also select and use resources to collaborate. This means I understand which technology or media will best help me collaborate.
Makes observations about audience response and/or feedback and proposes appropriate changes in communication choices.	I can make observations about an audience's response or listen to their feedback. I can identify appropriate ways to improve my communication. This means I can take this feedback to describe how I might change 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
Participates in collaborative opportunities for action to address situations, events, issues or phenomena.	I can collaborate with others to address various issues. This means I can work with others to try to improve conditions.
Plans actions based on evidence and the perceived potential for impact.	I can create a plan to take action based on evidence and perceived potential for impact. This means I think about what I've learned to help me plan my action. It also means I think about the possible success of my actions.
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.	I can take action in response to a local, regional, or global situation. This means I can think about the impact of my plan, and how well it might improve the situation.
Reflects on the appropriateness of own actions and advocacy for improvement.	I can reflect on the appropriateness of my actions and advocacy. This means I can also think about my actions, and if they were correct for the situation.

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.

Center for Global Education

grade 8

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.

Global Leadership

10TH GRADE

**Performance Outcomes
I Can Statements
Rubric

for Students Aged 15-16**

Global Leadership

PERFORMANCE OUTCOMES

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?

- Poses a researchable question on a local, regional, and/or global, and explains its significance to the global community.
- Selects and uses multiple international and domestic sources to identify relevant evidence that addresses a global question.
- Analyzes and integrates evidence from sources to develop a well-supported response to a global question.
- Develops a position based on evidence from sources that considers multiple perspectives, and 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)?

- Expresses a clear personal perspective on a situation, event, issue, or phenomenon, identifying an influence on that perspective.
- Explains the perspectives of other people, groups, or individuals as distinct from one's own perspective.
- Identifies and describes how perspectives affect how people interpret and respond to a situation, event, issue, or phenomenon.
- 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?

- Anticipates how a specific audience with particular perspectives will interpret communicated information; and adjusts the communication to meet the audience's specific needs.
- 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.
- Selects and applies appropriate resources, such as technology and media, to communicate and collaborate with a range of diverse individuals.
- Makes accurate, specific observations about audience response and/or feedback, and proposes specific, targeted changes to communication choices.

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?

- Identifies opportunities for personal or collaborative action to address a situation, event, issue or phenomenon in a way that is likely to improve conditions.

- Assesses options and plans actions based on evidence, and the perceived potential for impact.

- Acts individually or collaboratively to execute a plan that is culturally appropriate, and likely to lead to improvement of a local, regional, or global situation; assesses the merit of the action.

- 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.

Center for Global Education

Global Leadership

I CAN STATEMENTS

grade 10

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 a researchable question on a local, regional, and/or global, and explains its significance to the global community.	I can pose researchable questions on a local, regional and/or global issue. This means my questions are about important issues. This also means the questions I create can be addressed by researching a specific issue. I can also explain why my question is significant to the global community. This means I can describe why my question and issue are important to many different people.
Selects and uses multiple international and domestic sources to identify relevant evidence that addresses a global question.	I can select and use multiple 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.
Analyzes and integrates evidence from sources to develop a well-supported response to a global question.	I can analyze sources of evidence to develop a well-supported response to a global question. This means I can examine evidence to help explain my response. I can also integrate sources of evidence. This means I can take evidence from different sources and combine into my response.
Develops a position based on evidence from sources that considers multiple perspectives and draws reasonable conclusions in response to a global question.	I can develop an evidence-based position in response to a global question. This means my response needs to be supported by the evidence I've selected. I can identify multiple perspectives in my sources. This means I need to select a variety of sources that include different viewpoints. I can also draw defensible conclusions. This means that I need to be able to defend my ideas with evidence from sources.

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 a clear personal perspective on situations, events, issues, or phenomena, identifying an influence on that perspective.	I can express a clear and personal perspective on a topic or idea. This means I can describe my perspective. It also means I can describe my perspective in a clear way. I can also identify an influence on my perspectives. This means I can identify some experience that helped me form my perspective.
Explains the perspectives of other people, groups, or individuals as distinct from one's own perspective.	I can explain the perspective of others. This means I can describe a perspective that is different than my own.
Identifies and describes how perspectives affect how people interpret and respond to situations, events, issues, or phenomena.	I can identify and describe how perspective affects how someone will respond to something. This means I can explain how having different perspectives affects the way people view the world.
Explains various perspectives or interpretations of situations, events, issues, or phenomena and reflects an understanding of different contexts, such as access to knowledge, technology, or resources.	I can explain various perspectives on the same situation, event, issue or phenomenon. This means I can describe the way something is viewed differently by at least two people. I can also understand that different contexts affect a person's perspective. This means I know that the resources or knowledge a person has can change the way they view the world.

grade
10

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
Anticipates how a specific audience with its particular perspectives will interpret communicated information; and adjusts the communication to meet the specific needs of the audience.	I can anticipate how an audience with a specific perspective will interpret communication. This means I can think about the group's perspective and how this influences them. I can also adjust my communication to meet an audience's need. This means I can use what I know about people's perspectives to adjust the way I deliver information.
Demonstrates understanding of a specific audience by communicating and collaborating using verbal and non-verbal behavior, languages, and strategies appropriate to the specific audience.	I can use a variety of skills to communicate with a specific audience. This means I understand cultural differences when I communicate with a group of people who have a similar perspective. It also means I know what skills and strategies will help me communicate with this audience. I can also use a variety of skills to collaborate with a specific audience. 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.
Selects and applies appropriate resources, such as technology and media, to communicate and collaborate with a range of diverse individuals.	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. 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.
Makes accurate, specific observations about audience response and/or feedback and proposes specific, targeted changes to communication choices.	I can identify ways to 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 describe how I might change 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 opportunities for personal or collaborative action to address situations, events, issues or phenomena in a way that is likely to improve conditions.	I can identify opportunities to take action to improve conditions.
Assesses options and plans actions based on evidence and the perceived potential for impact.	I can assess the options for action based on evidence. This means I can think about what I've learned to help me decide on a possible plan. I can also plan actions based on evidence and perceived potential for impact. This means I can support my plan with evidence. It also means I can support my plan by describing the potential for success.
Acts individually or collaboratively to execute a plan that is culturally appropriate, and likely to lead to improvement of a local, regional, or global situation; assesses the merit of the action.	I can take action in a way that is likely to improve a condition. This means I can think about the impact of my plan. It also means I can describe if it appropriate to the cultural values of people affected by my actions.
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.	I can reflect on the effectiveness and appropriateness of my actions and advocacy. This means I can think about the results of my actions. This means I can also think about whether my actions were appropriate for the situation. I can also make note 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.

Center
for Global
Education

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 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.	Poses a specific researchable question on a local, regional, and/or global issue, and explains its significance to the global community.
Select Varied Relevant Evidence	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.	Selects and uses a variety of international and domestic sources to identify and weigh the most important evidence that addresses a global question.
Analyze, Integrate and Evaluate Sources	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.	Analyzes, integrates, and evaluates sources of evidence to develop a coherent, well-supported response to a global question; demonstrates thorough understanding of the issue.
Develop an Evidence-based Position and Draw Conclusions	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.	Develops a clear position based on evidence from sources that considers multiple perspectives; draws defensible 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 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.	Expresses and explains a clear and specific personal perspective on a situation, event, issue, or phenomenon, and describes influences on that perspective.
Explain Perspective of Others	Identifies the perspectives of other people, groups, or scholars.	Summarizes the perspectives of other people, groups, or scholars, which may be different from own perspective.	Explains the perspectives of other people, groups, or scholars as distinct from one's own perspective.	Explains the perspectives of other people, groups, or scholars and distinguishes it from one's own perspective.
Explain Cultural Interactions	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.	Explains how perspectives influence human interactions, affecting people's understandings of a situation, event, issue, or phenomenon.
Understand Contexts	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.	Explains how different contexts, such as access to knowledge, technology, and resources, influence perspectives and interpretations of a situation, event, issue, or phenomenon.

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	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.	Anticipates how audiences with diverse perspectives will interpret communicated information; applies that understanding to meet the needs of the diverse audience.
Communicate with Diverse People	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.	Demonstrates an understanding of diverse audiences by communicating and collaborating using verbal and non-verbal behavior, language, and strategies that are appropriate to specific audiences.
Use Technology and Media	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.	Selects and applies appropriate resources, such as technology and media, to communicate and collaborate effectively with diverse individuals and groups.
Reflect on Effectiveness of Communication	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.	Makes accurate, specific observations about audience response and/or feedback, and makes specific, appropriate changes to communication choices—message, strategies, and/or resources—that are likely to lead to improved communication.

Take Action

What is the evidence that a student can translate their 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, 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.	Identifies and creates 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 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.	Assesses options and plans actions based on evidence that indicates the potential for impact, by evaluating previous approaches, varied perspectives, and/or potential consequences.
Act Creatively and Responsibly	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.	Acts individually or collaboratively to execute a plan that is culturally responsive, innovative, and strongly likely to improve a local, regional, and/or global situation; assesses the impact of the action.
Reflect on Actions	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.	Reflects on the effectiveness and cultural appropriateness of own actions and advocacy for improvement; honestly describes the results of actions, and implications for future actions and advocacy.

Global Leadership

12TH GRADE

Contains Performance Outcomes, I Can Statements, and Rubric for students aged 16-18.

**Performance Outcomes
I Can Statements
Rubric**

for Students Aged 16-18

Global Leadership

PERFORMANCE OUTCOMES

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?

- Poses a specific researchable question on a local, regional, and/or global issue, and explains its significance to the global community.

- Selects and uses a variety of international and domestic sources to identify and weigh the most important evidence that addresses a global question.

- Analyzes, integrates, and evaluates sources of evidence to develop a coherent, well-supported response to a global question.

- Develops a clear position based on evidence from sources that considers multiple perspectives, and draws defensible 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)?

- Expresses and explains a clear and specific personal perspective on a situation, event, issue, or phenomenon, and describes influences on that perspective.

- Explains the perspectives of other people, groups, or scholars and distinguishes it from one's own perspective.

- Explains how perspectives influence human interactions and understandings of a situation, event, issue, or phenomenon.

- Explains how different contexts, such as access to knowledge, technology, and resources, influence perspectives and interpretations of a situation, event, issue, or phenomenon.

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?

- Anticipates how audiences with diverse perspectives will interpret communicated information; applies that understanding to meet the needs of the diverse audience.

- Demonstrates an understanding of diverse audiences by communicating and collaborating using verbal and non-verbal behavior, language, and strategies that are appropriate to specific audiences.

- Selects and applies appropriate resources, such as technology and media, to communicate and collaborate effectively with diverse individuals and groups.

- Makes accurate, specific observations about audience response and/or feedback, and makes appropriate changes leading to improved communication.

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?

- Identifies and creates opportunities for personal or collaborative actions to address a situation, event, issue, or phenomenon in a way that is likely to improve conditions.

- Assesses options and plans actions based on evidence that indicates the potential for impact by evaluating previous approaches, varied perspectives, and/or potential consequences.

- Acts individually or collaboratively to execute a plan that is culturally responsive, and strongly likely to improve a local, regional, and/or global situation, and assesses the impact of the action.

- Reflects on the effectiveness and cultural appropriateness of own actions and advocacy for improvement; and honestly describes the results of actions and implications for future actions and advocacy.

Global Leadership

I CAN STATEMENTS

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 specific researchable questions on a local, regional, and/or global issue, and explains its significance to the global community.	I can pose specific researchable questions on a local, regional and/or global issue. This means my questions are about important issues. This also means the questions I create can be addressed by researching a specific issue. 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.
Selects and uses a variety of international and domestic sources to identify and weigh relevant evidence that addresses a global question.	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. I can also weigh evidence that addresses a global question. This means I can evaluate how well the evidence helps me address the question.
Analyzes, integrates, and evaluates sources of evidence to develop a coherent, well-supported response to a global question.	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. I can integrate sources of evidence. This means I can take evidence from different sources and combine into my response. I can also evaluate sources of evidence. This means I can think critically about how well specific evidence supports my response.
Develops a clear position based on evidence from sources that considers multiple perspectives and draws defensible conclusions in response to a global question.	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. I can identify multiple perspectives in my sources. This means I need to select a variety of sources that include different viewpoints. I can also draw defensible conclusions. This means that I need to be able to defend my ideas with evidence from sources.

grade 12

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 explains clear and specific personal perspectives on situations, events, issues, or phenomena and describes influences on those perspectives.	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. 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.
Explains the perspectives of other people, groups, or scholars and distinguishes it from one's own perspective.	I can explain the perspective of others. This means I can describe a perspective that is not necessarily my own. I can also distinguish another's perspective from my own. This means I can describe the way another's perspective differs, or is similar to my own.
Explains how perspectives influence human interactions and understandings of situations, events, issues, or phenomena.	I can explain how perspective influence human interaction and understandings. This means I can give examples of how having different perspectives affects the way people view the world.
Explains how different contexts, such as access to knowledge, technology, and resources, influence perspectives and interpretations of situations, events, issues, or phenomena.	I can explain how access to knowledge, technology and resources influence 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
Anticipates how audiences with diverse perspectives will interpret communicated information; applies that understanding to meet the needs of the diverse audience.	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. I can also apply this understanding to meet an audience's need. This means I can use what I know about people's perspectives to adjust the way I deliver information.
Demonstrates understanding of diverse audiences by communicating and collaborating using verbal and non-verbal behavior, language, and strategies appropriate to specific audiences.	I can use behavior, 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. I can also use behavior, language and strategies to collaborate with diverse audience. 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.
Selects and applies appropriate resources, such as technology and media, to communicate and collaborate effectively with diverse individuals and groups.	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. 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.
Makes accurate, specific observations about audience response and/or feedback to make specific, appropriate changes leading 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 or collaborative actions to address situations, events, issues, or phenomena in a way that is likely to improve conditions.	I can identify opportunities to take action to improve conditions. I can also create opportunities to take action to improve conditions.
Assesses options and plans actions based on evidence that indicates the potential for impact, by evaluating previous approaches, varied perspectives, and/or potential consequences.	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. I can also plan actions based on evidence that indicates the potential for impact. This means I can think about previous approaches, different perspectives, and evaluate the consequences of possible actions.
Acts individually or collaboratively to execute a plan that is culturally responsive, and strongly likely to improve a local, regional, and/or global situation, and assesses the impact of the action.	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.
Reflects on the effectiveness and cultural appropriateness of own actions and advocacy for improvement, honestly describing the results of actions and implications for future actions and advocacy.	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. This means I can also think about whether my actions respect the cultural values of people affected by my actions. 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.

Center for Global Education

Asia Society

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 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.	Poses a specific researchable question on a local, regional, and/or global issue, and explains its significance to the global community.	Poses an original and specific researchable question on a local, regional, and/or global issue; and convincingly explains its significance to the global community.
Select Varied Relevant Evidence	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.	Selects and uses a variety of international and domestic sources to identify and weigh the most important evidence that addresses a global question.	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.
Analyze, Integrate and Evaluate Sources	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.	Analyzes, integrates, and evaluates sources of evidence to develop a coherent, well-supported response to a global question; demonstrates thorough understanding of the issue.	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.
Develop an Evidence-based Position and Draw 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.	Develops a clear position based on evidence from sources that considers multiple perspectives; draws defensible conclusions in response to a global question.	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.

grade
12

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 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.	Expresses and explains a clear and specific personal perspective on a situation, event, issue, or phenomenon, and describes influences on that perspective.	Expresses and justifies a clear personal perspective on a situation, event, issue, or phenomenon, and explains in detail the influences on that perspective.
Explain Perspective of Others	Summarizes the perspectives of other people, groups, or scholars, which may be different from their own perspective.	Explains the perspectives of other people, groups, or scholars as distinct from one's own perspective.	Explains the perspectives of other people, groups, or scholars and distinguishes it from one's own perspective.	Demonstrates a clear and accurate understanding of the perspectives of other people, groups, or scholars.
Explain Cultural Interactions	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.	Explains how perspectives influence human interactions, affecting people's understandings of a situation, event, issue, or phenomenon.	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.
Understand Contexts	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.	Explains how different contexts, such as access to knowledge, technology, and resources, influence perspectives and interpretations of a situation, event, issue, or phenomenon.	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.

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	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.	Anticipates how audiences with diverse perspectives will interpret communicated information; applies that understanding to meet the needs of the diverse audience.	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.
Communicate with Diverse People	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.	Demonstrates an understanding of diverse audiences by communicating and collaborating using verbal and non-verbal behavior, language, and strategies that are appropriate to specific audiences.	Demonstrates a precise and detailed understanding of diverse audiences by communicating and collaborating skillfully and effectively using verbal and non-verbal behaviors, language, and strategies that are customized to specific audiences.
Use Technology and Media	Selects and applies appropriate resources, such as technology and media, to communicate and collaborate with individuals from a background different from their own.	Selects and applies appropriate resources, such as technology and media, to communicate and collaborate with a range of diverse individuals.	Selects and applies appropriate resources, such as technology and media, to communicate and collaborate effectively with diverse individuals and groups.	Selects and skillfully applies appropriate resources, such as technology and media, to communicate and collaborate expertly with diverse individuals and groups.
Reflect on Effectiveness of Communication	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 targeted changes to communication choices: message, strategies, and/or resources.	Makes accurate, specific observations about audience response and/or feedback, and makes appropriate changes to communication choices—message, strategies, and/or resources—that are likely to lead to improved communication.	Evaluates the effectiveness of communication choices based on audience response and/or feedback and makes targeted changes that clearly lead to improved communication.

Center for Global Education

grade 12

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	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.	Identifies and creates opportunities for personal or collaborative action to address a situation, event, issue, or phenomenon in a way that is likely to improve conditions.	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.
Assess Options and Plan Actions	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.	Assesses options and plans actions based on evidence that indicates the potential for impact by evaluating previous approaches, varied perspectives, and/or potential consequences.	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.
Act Creatively and Responsibly	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.	Acts individually or collaboratively to execute a plan that is culturally responsive, innovative, and strongly likely to improve a local, regional, and/or global situation; assesses the impact of the action.	Acts individually and collaboratively to execute a plan that is culturally situated, innovative, sustainable, and 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.
Reflect on Actions	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.	Reflects on the effectiveness and cultural appropriateness of own actions and advocacy for improvement; honestly describes the results of actions and describes their implications for future actions and advocacy.	Reflects on the effectiveness and cultural appropriateness of own 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.