Asia Society | Center for Global Education

Global Leadership

3RD GRADE

Performance Outcomes
I Can Statements
Rubric

for Students Aged 8-9

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

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

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	• I can identify my audience's perspective. This means I know what my audience thinks about my topic.
• Communicates and collaborates using verbal and nonverbal communication skills in a basic way	• 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.
• Applies provided resources, such as technology or media, in a basic way to communicate with individuals from a background different from one's own	• 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.
• Makes broad observations about an audience response and/or feedback	• 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	• I can identify when a situation needs to be changed or improved.
• Proposes hypothetical actions that are based on basic understanding of the situation, event, or issue	• I can share the reasons why this situation needs to be improved.
• 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	• I can think of different ways to make a change and can explain how each change may improve a situation.
• Reflects on the general appropriateness of proposed actions and advocacy for improvement	• 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.

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.