

Global Leadership

10TH GRADE

Performance Outcomes I Can Statements Rubric

for Students Aged 15-16

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

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.

Global Leadership

I CAN STATEMENTS

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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.	<p>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.</p> <p>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.</p>
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.	<p>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.</p> <p>I can also integrate sources of evidence. This means I can take evidence from different sources and combine into my response.</p>
Develops a position based on evidence from sources that considers multiple perspectives and draws reasonable conclusions in response to a global question.	<p>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.</p> <p>I can identify multiple perspectives in my sources. This means I need to select a variety of sources that include different viewpoints.</p> <p>I can also draw defensible conclusions. This means that I need to be able to defend my ideas with evidence from sources.</p>

Recognize Perspectives

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

PERFORMANCE OUTCOME	I CAN STATEMENT
Expresses a clear personal perspective on situations, events, issues, or phenomena, identifying an influence on that perspective.	<p>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.</p> <p>I can also identify an influence on my perspectives. This means I can identify some experience that helped me form my perspective.</p>
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.	<p>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.</p>
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.	<p>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.</p> <p>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.</p>

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.	<p>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.</p> <p>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.</p>
Demonstrates understanding of a specific audience by communicating and collaborating using verbal and non-verbal behavior, languages, and strategies appropriate to the specific audience.	<p>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.</p> <p>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.</p>
Selects and applies appropriate resources, such as technology and media, to communicate and collaborate with a range of diverse individuals.	<p>I can select and use resources to communicate effectively. This means I understand which technology or media will best help me communicate with a specific person.</p> <p>I can also select and use resources to collaborate effectively. This means I understand which technology or media will best help me collaborate with a specific person.</p>
Makes accurate, specific observations about audience response and/or feedback and proposes specific, targeted changes to communication choices.	<p>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.</p>

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.	<p>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.</p> <p>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.</p>
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.	<p>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.</p> <p>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.</p>

Global Leadership

RUBRIC

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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.