

Global Leadership

5TH GRADE

Performance Outcomes I Can Statements Rubric

for Students Aged 9-11

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 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.

Global Leadership

I CAN STATEMENTS

grade 5

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.

Global Leadership

RUBRIC

grade 5

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.

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	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.