

“Rubrics for Performance Assessment of Global Awareness & Perspective”

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Global Awareness: knowledge of the world's interconnectedness

Global Perspective: ability to analyze via multiple perspectives

Global Engagement: willingness to solve problems

- ✓ What do we want students to know and be able to do?
- ✓ What kinds of learning experiences and content will prepare them?
- ✓ **How do we know if students have achieved the outcomes?**



Performance Assessment

- Essay, story, or poem
- Research paper
- Literary analysis
- Book or article review
- Case study
- Speech
- Journal response
- Art exhibit
- Portfolio
- Musical composition
- Lab report
- Strategic planning
- In-class discussion
- Editorials
- Peer editing
- Poster presentation
- Video
- Podcast
- Mock trial
- Oral presentation
- Debate
- Role play
- Online discussion
- Blogs
- Advertising campaign
- Building a prototype
- Modeling
- Experimenting
- Crisis management

Teach / Learn → Test vs.



Rubric

Global Awareness: Knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems.

0	(Knowledge/Comprehension) 1	(Application) 2	(Analysis) 3	(Synthesis/Evaluation) 4
<p>• Does not demonstrate knowledge of issues influencing the problem</p> <p>Student accomplishes the following: ✓ fails to cite issues influencing the problem ✓ fails to depict interrelatedness of issues influencing the problem</p>	<p>• Demonstrates incorrect or incomplete knowledge of issues influencing the problem</p> <p>Student accomplishes the following: ✓ presents incorrect or incomplete depiction of issues influencing the problem ✓ presents incorrect or incomplete depiction of the interrelatedness of issues influencing the problem</p>	<p>• Demonstrates, with generalizations, knowledge of issues influencing the problem</p> <p>Student accomplishes the following: ✓ generally describes limited number of issues influencing the problem ✓ implies or generally describes the interrelatedness of issues influencing the problem</p>	<p>• Assembles an analysis of the problem based on the interrelatedness of influencing issues</p> <p>Student accomplishes the following: ✓ accurately explains issues influencing the problem ✓ provides specific evidence of or references to interrelated issues influencing the problem</p>	<p>• Synthesizes and/or evaluates differing interpretations of the problem based on the interrelatedness of influencing issues</p> <p>Student accomplishes previous and one or more of the following: ✓ presents more than one interpretation of the problem ✓ bases evaluation of the problem(s) on the interrelatedness of influencing issues</p>

Global Perspective: Ability to develop a multi-perspective analysis of local, global, international, and intercultural problems.

0	(Knowledge/Comprehension) 1	(Application) 2	(Analysis) 3	(Synthesis/Evaluation) 4
<p>• Does not recognize or does not acknowledge the legitimacy of differences in perspectives pertaining to the problem</p> <p>Student accomplishes the following: ✓ identifies one perspective and does not recognize other perspectives pertaining to the problem</p>	<p>• Identifies a limited number of perspectives pertaining to the problem</p> <p>Student accomplishes the following: ✓ identifies a limited number of perspectives pertaining to the problem ✓ identifies only those perspectives explicitly stated in article</p>	<p>• Identifies multiple perspectives pertaining to the problem however, does not analyze the influences on differing perspectives</p> <p>Student accomplishes the following: ✓ identifies multiple perspectives pertaining to the problem ✓ may identify perspectives not discussed explicitly in case</p>	<p>• Assembles an analysis of multiple perspectives pertaining to the problem</p> <p>Student accomplishes previous and one or more of the following: ✓ explains the influences on differing perspectives ✓ compares and/or contrasts differing perspectives</p>	<p>• Integrates multiple perspectives into a multifaceted interpretation of the problem and/or solution(s)</p> <p>Student accomplishes previous and one or more of the following: ✓ presents a synthesized discussion of multiple perspectives ✓ offers possible solution(s) for the problem ✓ evaluates the problem and/or solution(s)</p>

Explanation of Case Response Rubric Scoring Scale

The rubric's scoring scale (0-4) is based on Bloom's Taxonomy of Cognitive Development (1956). Bloom's Taxonomy attempts to divide cognitive objectives into subdivisions ranging from the simplest behaviors (knowledge) to the most complex (evaluation). The rubric's scoring criteria and descriptors are also based on the taxonomy.

Score	Cognitive Level	Definition	Behaviors
0	N/A	N/A	Student fails to address prompt or provide evidence of knowledge or skill.
1	Knowledge/Comprehension	Student can recall and may grasp the meaning of previously learned material.	Student can explain, list, or summarize common terms, facts, basic concepts, and/or principles stated in case.
2	Application	Student can use learned material in new and concrete situations.	Student can use previously learned concepts, principles, or skills to explain or summarize new cases.
3	Analysis	Student can break down material into its component parts so that its organizational structure may be understood.	Student can identify parts, the relationship between parts, and may distinguish organizational principles involved in a case. Student may recognize unstated assumptions, logical fallacies in reasoning, and/or distinguish between facts and inferences.
4	Synthesis/Evaluation	Student can put parts together to form a new whole and may judge the value of material.	Student can produce a scheme for organizing or classifying a set of abstract relations gathered from a case. Student may form judgments based on definite criteria, which may be internal (observed in the case) or external (relevant to the purpose).

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**How can you use
the rubrics to
enhance global
learning?**