

Global Learning Rubric

The Global Learning goal focuses on global connectedness of human societies and their environments. It analyzes the diverse and complex linkages between discrete communities and systems historically, philosophically, socially, culturally, linguistically, environmentally, politically, economically, and/or physically. Assignments assess students' understanding of these issues. Assignments from any discipline that emphasize these elements will qualify.

	Capstone 4	Milestones		Benchmark 1	Does Not Meet Benchmark (Unsatisfactory) 0	Not Applicable
		3	2			
Global Self-Awareness	Effectively addresses significant issues in the natural or human world based on articulating one's own or others identity in a global context.	Evaluates the global impact of one's own and others' specific actions on the natural or human world.	Analyzes ways that human actions influence the natural or human world.	Identifies some connections between an individual's personal decision-making and certain global issues.		
Understanding Global Systems	Uses deep knowledge to synthesize the historic or contemporary role and differential effects of human organizations and actions on global systems in the natural and human world.	Analyzes major elements of global systems, including their historic and/or contemporary interconnections or the differential effects of human organizations on the human and natural worlds.	Examines the historical or contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and natural worlds.	Identifies the basic role of some global and local institutions, ideas, and processes in the human and natural worlds.		
Perspective Taking	Evaluates and applies diverse perspectives to complex subjects within natural or human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical.)	Synthesizes other perspectives (such as cultural, disciplinary, and ethical) when investigating subjects within natural or human systems.	Identifies and explains other perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural or human systems.	Identifies some perspectives while maintaining a value preference for own positioning (such as cultural, disciplinary, and ethical).		
Cultural Diversity	Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures to analyze significant global or cross-cultural problems. May include initiating meaningful interactions with other cultures.	Analyzes substantial connections among worldviews, power structures, and experiences of multiple cultures historically or in contemporary contexts. May include sustained and respectful interactions with other cultures.	Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgement of power structures, demonstrating understanding and respect for varied cultures and worldviews.	Describes the experiences of others historically or in contemporary contexts primarily through one cultural perspective, demonstrating some openness to varied cultures and worldviews.		
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within or learning from diversity of communities and cultures.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.		
Connecting Knowledge to a Global Perspective	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to global, transnational, or cross-cultural issues.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to global, transnational, or cross-cultural issues.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to global, transnational, or cross-cultural issues.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to global, transnational, and/or cross-cultural issues.		