

BUILDING GLOBAL COMPETENCE RUBRIC

Global Competence is the disposition and capacity to understand and act on issues of global significance. Educators who aspire to help students become globally competent must both develop the criteria outlined in the rubric in themselves and find ways to foster them in students.

Criteria	Beginning	Developing	Meeting	Exceeding
Empathy Building	Has minimal ability to identify the views of others when problem solving and decision making.	Identifies components of perspective taking when problem solving, and decision making and is beginning to connect to the feelings of others.	Recognizes more than one perspective when problem solving and decision making, and develops an ability to connect to the feelings of others in order to act in a supportive manner.	Actively listens and seeks out opportunities to engage with others in inclusive dialogue in order to apply an understanding of different perspectives to problem solving and decision making. Develops an ability to connect to the feelings of others in order to act in a supportive manner.
Collaborative Learning	Demonstrates the ability to work with others but has challenges valuing the talents of others when exploring problems and designing solutions.	Participates in some opportunities to work with others and is learning to value the talents of others when exploring problems and designing solutions.	Selects opportunities to work with others, and valuing the talents of others when exploring problems and designing solutions.	Actively seeks out and creates opportunities to work with others by adopting shared responsibility and leveraging the talents of others when exploring problems and designing solutions.
Global Understanding	Demonstrates minimal awareness of global issues, culture, and identity and their connection to something bigger than themselves.	Developing an awareness of global issues, culture, and identity and their connection to current and historical world events and systems.	Recognizes global issues and is developing self-awareness about culture and identity and their interconnection to current and historical world events and systems.	Analyzes global issues and develops self-awareness about culture and identity and their interconnection to current and historical world events and systems and is reflective about one's positionality in relation to power and privilege.
Investigative Thinking	Chooses an issue with global context, selects minimal evidence with limited perspectives, and solutions are not aligned to root cause.	Asks questions about an issue with global context, applies more than one type of evidence with limited perspectives, and solution is aligned to root cause.	Questions prevailing assumptions about global issues that lead to exploration and asking questions, analyzes various forms of evidence with multiple perspectives, and develops solution(s) that are closely aligned to root causes.	Explores the world through a critical, comparative, and creative lens, which leads to analyzing and synthesizing various forms of evidence with multiple perspectives and develops solutions that are directly aligned to root causes and lead to further exploration and reflection.
Action Taking	Describes an action plan that addresses a solution to improve conditions.	Sketches a cooperative action plan that addresses a solution to improve conditions.	Designs a cooperative action plan that addresses a culturally appropriate solution to improve conditions and reflects on the successes and failures of the plan.	Designs and implements a cooperative action plan that addresses the needs of the stakeholders, is a culturally appropriate solution to improve conditions, and reflects on the successes and failures of the plan.