

GSLO: Community / Global Consciousness & Responsibility Detail

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Rubric Title: GSLO: Community / Global Consciousness & Responsibility

Mapped standards: -

Rubric Structure

Elements	Exemplary Proficiency	Marginal Proficiency	Emerging Proficiency	Lacks Demonstrated Proficiency
	4 Points	3 Points	2 Points	1 Point

<p>Interpersonal skills, respect, integrity, empathy</p>	<p>Supports a constructive team climate by doing four (4) of the criteria:</p> <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	<p>Supports a constructive team climate by doing three (3) of the criteria:</p> <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	<p>Supports a constructive team climate by doing two (2) of the criteria:</p> <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members. 	<p>Supports a constructive team climate by doing one (1) of the criteria:</p> <ul style="list-style-type: none"> • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.
	<p>4 Points</p>	<p>3 Points</p>	<p>2 Points</p>	<p>1 Point</p>
<p>Ethical Self-Awareness</p>	<p>Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs.</p>	<p>Student discusses in detail both core beliefs and the origins of the core beliefs.</p>	<p>Student states core beliefs and origins of the core beliefs.</p>	<p>Student either states core beliefs or articulates the origins of the core beliefs, but not both.</p>
	<p>4 Points</p>	<p>3 Points</p>	<p>2 Points</p>	<p>1 Point</p>

Self-esteem	Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Evaluates the global impact on one's own and others' specific local actions on the natural and human world.	Analyzes ways that human actions influence the natural and human world.	Identifies some connections between an individual's personal decision-making and certain local and global issues.
	4 Points	3 Points	2 Points	1 Point
Citizenship, community service	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.
	4 Points	3 Points	2 Points	1 Point
Cultural awareness	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	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.
	4 Points	3 Points	2 Points	1 Point

Lifelong learning	Reviews prior learning (past experiences inside and outside of the classroom) in depth to reveal significantly changed perspectives about educational and life experiences, which provide foundation for expanded knowledge, growth, and maturity over time.	Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.	Reviews prior learning (past experiences inside and outside of the classroom) with some depth, revealing slightly clarified meanings or indicating a somewhat broader perspectives about educational or life events.	Reviews prior learning (past experiences in-side and outside of the classroom) at a surface level, without revealing clarified meaning or indicating a broader perspective about educational or life events..
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