Global Rubric March 2017 Assignment may be a paper, project, test essay, or similar that asks students to analyze selected issues or events.

**For LO#1** analyze by applying cultural frames of reference or perspectives (values, social systems, political hierarchies, economic concerns, religious beliefs, artistic/literary traditions, etc.) **For LO#2** analyze in terms of global interconnections and interdependencies/globalization

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| **TRAITS** | **Rating = 0** | **Rating =1** | **Rating = 2** | **Rating = 3** | **Rating = 4** |
| **LO #1.** Do this row only.  Analysis of cultural perspective: | Assignment submitted but does not even attempt an analysis. Fails to even place the issue or event in cultural context. | Student identifies cultural connections to the issue or event but at a superficial level or without demonstrating an understanding of their cultural context. No significant analysis is included. | Student identifies cultural perspectives including a basic description of their cultural context. Student may exhibit an unexamined preference for one perspective. Some elements of analysis are included, but these may be incomplete or flawed. | Student clearly articulates the influence of differing cultural perspectives applied to the issue or event. Discussion is deeper, perhaps comparing/contrasting aspects of each in this application. Analysis is generally well done. Conclusions are supported by and connected to the analysis. | Student articulates a complex understanding of cultural perspectives. Student provides strong evidence to support claims and evaluations in the analysis. Student articulates the legitimacy of multiple cultural perspectives as well as how his/her understanding is shaped by the student’s own perspective (based on culture, nationality, gender, class, ethnicity, etc.). |
| **LO #2**. Do this row only.  Analysis of global connections, dependencies,  and globalization | Assignment submitted but does not even attempt an analysis. Fails to identify global interconnections related to the issue or event. | Student identifies at least one applicable global interconnection (sociocultural, political, environmental, economic, etc.) but at a superficial level or without demonstrating an understanding of origins/effects. Little to no significant analysis is offered. Supporting evidence for any claims of connection to the issue or event are lacking. | Student identifies appropriate interconnections (sociocultural, political, environmental, economic, etc.) including a basic description of their origins and effects.  Some elements of analysis are included, but these may be incomplete or flawed. | Student describes multiple interconnections with clear descriptions of their origins/effects and some exploration of their relationships to each other. Student may indicate an awareness of complex global systems but may not fully synthesize a deep description of these systems. Conclusions are supported by and connected to the analysis. Student provides a clear description of ways individuals or groups are agents of or affected by the global interconnections. | Student articulates a sophisticated understanding of the significance of global interconnections both broadly and as applied to the specific issue or event. Student provides strong evidence to support claims and evaluations in the analysis. Student is able to evaluate causes, effects, and possible remedies through application of an understanding of global systems. Student clearly articulates roles of individuals or groups as part of the global interconnections. |