**GLOBAL LEARNING RUBRIC**

The intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people’s lives.

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<th>Criterion</th>
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| GL1: Analysis      | Analysis of power structures and dynamics in natural, physical, social, cultural, and economic systems. | • Fails to describe power structures and hierarchies with basic historical context.  
• Unable to compare historical consistencies and shifts in power within and between cultures.  
• Does not describe how shifts in physical, social, cultural, and economic systems have impacted historical power structures. | • Describes power structures and hierarchies in modern and historical contexts.  
• Compares historical consistencies and shifts in power within and between cultures.  
• Describes how shifts in physical, social, cultural, and economic systems have impacted historical power structures. | • At a surface level, analyzes and critiques power structures and hierarchies in modern and historical contexts.  
• Compares historical consistencies and shifts in power within and between cultures.  
• Describes how shifts in physical, social, cultural, and economic systems have impacted historical power structures. | • At a deep level, analyzes and critiques power structures and hierarchies in modern and historical contexts.  
• Thoroughly assesses historical consistencies and shifts in power within and between cultures.  
• Hypothesizes how shifts in natural, physical, social, cultural, and economic systems might impact current structures. |
| GL2: Interdependency| Identification and critique of interdependent global, regional, and local cultures and systems. | • Fails to compare and contrast cultures on a macroscopic level.  
• Unable to identify natural, physical, social, cultural, historical, and/or economic interdependences.  
• Doesn’t recognize that seemingly “minor” events have global consequences.  
• Does not recognize power structures and hierarchies that led to the greatest inequities and has not evaluated the means of solving such inequities, proposed by others. | • Compares and contrasts cultures on a macroscopic level.  
• Identifies natural, physical, social, cultural, historical, and/or economic interdependences.  
• Recognizes that seemingly “minor” events have had global consequences.  
• Recognizes power structures and hierarchies that led to the greatest inequities and evaluates means of solving such inequities, proposed by others. | • Compares and contrasts between cultures in modern and historical contexts.  
• Connects natural, physical, social, cultural, historical, and/or economic interdependences.  
• Summarizes how seemingly “minor” events can have global consequences.  
• Critiques power structures and hierarchies that led to the greatest inequities and proposes potential means of solving such inequities. | • At a deep level, compares and contrasts among and between cultures in modern and historical contexts.  
• Evaluates natural, physical, social, cultural, historical, and economic interdependencies.  
• Reframes how seemingly “minor” events have or could have global consequences.  
• Critiques power structures and hierarchies that led to the greatest inequities, hypothesizes about current inequities, and formulates potential means of solving such inequities. |
| GL3: Implications  | Engagement in the community and evaluation of the implications for people’s lives stemming from solutions to global problems. | • Does not recognize personal role as a member of an interconnected world.  
• Fails to summarize role as a community member and leader. Fails to describe how collaboration and community engagement might help this role. | • Recognizes personal role as a member of an interconnected world and sometimes defends that role.  
• Summarizes role as a community member and leader. Describes how collaboration and community engagement might help this role. | • Articulates personal role as a member of an interconnected world and often defends that role.  
• Connects to role as a community member and leader. Applies some collaboration and community engagement to this role. | • Values personal role as a member of an interconnected world and consistently defends that role.  
• Evaluates role as a community member and leader. Prioritizes collaboration and community engagement in this role. |