

USING PERFORMANCE OUTCOMES TO MEASURE *GLOBAL COMPETENCY*

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Educating for Global Competency

What should students know and be able to do upon high school graduation to be considered globally competent?

- Think for a moment, jot yourself a note...
- Find a person near you
- Share

What is *global competency*?



The knowledge, skills, and disposition to understand and act creatively on issues of global significance.

-Asia Society and CCSSO (Oct 2009)

Two Ways...

Asia Society
Graduation
Portfolio
System

EdSteps
Global
Competency
Skills
Framework

Asia Society's Graduation Portfolio System

- Performance-based assessment system
- Six content areas and “Global Leadership”
- In addition to other state and district mandated testing
- “Global competency and college readiness”
- Learning system
- Allows us to define and measure network-wide expectations
 - What do we want students to know and be able to do?
 - What does competency look like?
 - What do students need to meet these expectations?

Performance Outcomes

Investigate the World: Produce New Global Knowledge

- ⦿ Generate and explain the personal and societal significance of locally, regionally, or globally focused researchable topics or questions.
- ⦿ Investigate approaches and actions that have been taken to address this question in the past, analyze the context in which they occurred, and evaluate proposed or enacted solutions.
- ⦿ Use a variety of international sources, media, methods, and languages to identify, collect and analyze the knowledge and evidence required to answer a specific research question.
- ⦿ Develop an argument/position based on compelling evidence that considers multiple perspectives and draws defensible conclusions.

Rubric

Scoring Dimension (ELA)	“Emerging”	“Developing”	“College Ready/Proficient”	“College Level/Advanced”
<p>MULTIPLE PERSPECTIVES</p> <p><i>How effectively does the student understand that an issue may be viewed from a variety of perspectives and reflect different values and contexts?</i></p>	<ul style="list-style-type: none"> Position on global/cultural issue or theme may be unclear or waver Does not mention other perspectives on an issue Does not acknowledge different cultural values presented in texts 	<ul style="list-style-type: none"> Maintains a clear position on a global/cultural issue or theme that reflects some analysis and thinking Recognizes multiple perspectives on a global or cultural issue Demonstrates a general understanding of different cultural values presented in texts 	<ul style="list-style-type: none"> Maintains a consistent position on a global/cultural issue or theme that reflects coherent analysis and critical thinking Acknowledges and discusses multiple perspectives on a global or cultural issue Demonstrates an clear understanding of different cultural values and varied world views presented in texts 	<ul style="list-style-type: none"> Maintains a convincing position on a global/cultural issue or theme that reflects nuanced analysis and critical thinking Analyzes and makes connections among multiple perspectives on a global or cultural issue Demonstrates a critical understanding of different cultural values and the complexities of world views presented in texts

What's Next?

- Refine performance outcomes and rubrics based on scoring student work
- Build teacher capacity to develop better assessment tasks
- Online platform...
- Share Graduation Portfolio System (all performance outcomes and rubrics)

EdSteps Project Global Competency

Matrix

Investigate the World	Recognize Perspectives	Communicate Ideas	Take Action
<p>Students investigate the world beyond their immediate environment.</p>	<p>Students recognize their own and others' perspective.</p>	<p>Students communicate their ideas effectively with diverse audiences.</p>	<p>Students translate their ideas and findings into appropriate actions to improve conditions.</p>
<p>Students can:</p> <ul style="list-style-type: none"> •Generate and explain the significance of locally, regionally or globally focused researchable questions. •Identify, collect and analyze the knowledge and evidence required to answer questions using a variety of international sources, media and languages. •Weigh, integrate and synthesize evidence collected to construct coherent responses that is appropriate to the context of issues or problems. •Develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions. 	<p>Students can:</p> <ul style="list-style-type: none"> •Recognize and articulate one's own perspective on situations, events, issues or phenomena and identify the influences on that perspective. •Articulate and explain perspectives of other people, groups or schools of thought and identify the influences on those perspectives. •Explain how the interaction of ideas across cultures influences the development of knowledge and situations, events, issues or phenomena. •Articulate how the consequences of differential access to knowledge, technology and resources affect the quality of life and influences perspectives. 	<p>Students can:</p> <ul style="list-style-type: none"> •Recognize that diverse audiences may perceive different meanings from the same information. •Use appropriate language, behavior and strategies to effectively communicate, both verbally and non-verbally, with diverse audiences. •Explain how effective communication impacts understanding and collaboration in an interdependent world. •Select and effectively use appropriate technology and media to communicate with diverse audiences. 	<p>Students can:</p> <ul style="list-style-type: none"> •Recognize one's capacity to advocate for and contribute to improvement locally, regionally, or globally. •Identify opportunities for personal and collaborative action to address situations, events, issues or phenomena in ways which can make a difference. •Assess options for action based on evidence and the potential for impact, taking into account varied perspectives and potential consequences for others. •Act creatively and innovatively to contribute to improvement locally, regionally or globally both personally and collaboratively.

EdSteps “Ask”

EdSteps seeks work done by students and professionals from the U.S. and around the world that demonstrates global competency: **the knowledge, skills and disposition to understand and act creatively on issues of global significance.** EdSteps will publish the work online to show examples of global competency at various levels of expertise. Once the work is published, it will help teachers strengthen instruction and better evaluate student work and provide examples for students to help them strive for greater achievement.

Questions? Keep in touch...

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