

5-29-08

## International Education Rubric for Ohio Schools – Building Level

Ohio schools may find this rubric useful in evaluating the degree to which they are preparing students for the interconnected world of the 21<sup>st</sup> century. The boxes on the right side of the chart describe more advanced levels of international education to which schools might aspire. Boxes to the left describe basic levels found in many schools. In some categories a school may not yet be at level one. Schools scoring a three or four in a category should also demonstrate the criteria described at the beginning and emerging levels.

<b>GLOBAL CONTEXT</b>				
	<b>Beginning (1 point)</b>	<b>Emerging (2 points)</b>	<b>Advanced (3 points)</b>	<b>Exemplary (4 points)</b>
<b>1. PUBLIC AWARENESS</b>	Our community is beginning to discuss the need for an international focus in our school.	Our community understands the need for an international focus in our school.	Actions of community members and groups support an international focus in our school.	Our community enthusiastically supports an international focus in our school.
<b>2. COMMUNITY AND BUSINESS CONNECTIONS</b>	Our school has at least one business or community partnership that allows students to become familiar with international connections or issues.	Our schools has a business or community partnership makes possible an activity, field trip or speaker that highlights our connections with other countries.	Our school has a business or community partnership that provides at least three opportunities per year for international interaction or skills development for students.	Students participate in service learning projects or internships with an international focus as a result of a business or community partnership.
<b>3. PERSONAL CONNECTIONS</b>	One or more classes in our school correspond or connect with a partner class in another country.	Our school has a partner school in another country with school-wide activities focused on this partnership.	Student groups from our school travel abroad to study on a regular basis.	Our school has an exchange program where we host groups of international students and groups of our students study abroad.

<b>GLOBAL CONTENT</b>					
		<b>Beginning</b>	<b>Emerging</b>	<b>Advanced</b>	<b>Exemplary</b>
<b>4. WORLD CLASS CURRICULUM</b>		All students in our school take social studies classes that incorporate culture, history and geography of other countries.	All students in our school study literature and arts of other countries.	Mathematics and science classes purposefully incorporate international context and examples.	Our curriculum specifically incorporates international content in all subjects.
<b>5. COMPREHENSIVE WORLD LANGUAGE PROGRAMS</b>  Add a bonus point for offering at least one non-Western language.	<b>ELEMENTARY</b>	Our school offers foreign language instruction.	Students in grades where foreign language is offered receive 60-90 minutes of instruction per week.	Language teachers work collaboratively with teachers of other subjects to plan instruction that reinforces content being learned.	Students in grades where foreign language is offered receive 90-150 minutes of instruction per week and the program articulates to the next level.
	<b>MIDDLE AND HIGH SCHOOL</b>	All students in our school are given the opportunity to participate in world language instruction.	The school offers classes in multiple languages either on-site or through distance learning/on-line courses.	All students are required to take a foreign language.	Students are required to demonstrate their proficiency in reading, writing, listening and speaking according to defined criteria to advance to the next level.
<b>6. KNOWLEDGE OF WORLD GEOGRAPHY, CULTURES AND ISSUES</b>		Our school curriculum is aligned with the Social Studies Academic Content Standards.	Students in our school can locate countries on a world map and tell something about them.	Students can discuss international topics appropriate for their age to demonstrate understanding of geography, culture and current issues.	All students study a current international issue in depth at a defined point in the curriculum and complete a portfolio or project.

5-29-08

		<b>Beginning</b>	<b>Emerging</b>	<b>Advanced</b>	<b>Exemplary</b>
<b>7. Co-CURRICULAR ACTIVITIES</b>	<b>ELEMENTARY AND MIDDLE</b>	Students have the opportunity to participate in activities beyond the school day whose membership represents the cultural diversity of the school.	The school provides at least one opportunity for families to learn about other countries during an activity planned at a time that is convenient for them to participate.	Participation in the activity described in the previous box involves the families of more than 50% of students.	The school provides at least one opportunity for families to learn about other countries that includes knowledge and skills that are more in-depth than food, costumes and holidays.
	<b>HIGH SCHOOL</b>	Students have the opportunity to participate in groups whose membership represents the cultural diversity of the school.	Our school provides at least one activity for students with an international connection such as a foreign language club or Model United Nations.	Students have a choice of several extra curricular activities that will increase their international awareness and competence.	At least one activity sponsored by an internationally focused club involves at least 50% of the student body in a way that increase their international awareness.
<b>8. PROFESSIONAL DEVELOPMENT</b>		Teachers are aware of the need for international education.	Teachers in each content area have identified opportunities for internationalizing the curriculum.	Teachers work collaboratively to infuse global content throughout the curriculum.	Teachers work collaboratively with international partners on matters of content and pedagogy.

<b>GLOBAL THINKERS</b>				
	<b>Beginning</b>	<b>Emerging</b>	<b>Advanced</b>	<b>Exemplary</b>
<b>9. 21<sup>ST</sup> CENTURY SKILLS</b>	Students complete projects that utilize new technologies in order to advance learning.	Students routinely use critical and creative thinking to address complex tasks.	Students use technology and higher level thinking skills to address global issues.	Students use technology to work on joint projects with students in other countries, sharing information and data in a variety of formats.

<b>GLOBAL SYSTEMS</b>				
<b>10. LEADERSHIP</b>	The principal promotes international education in the school's curricular and co-curricular activities.	Our school's mission supports international education.	The international component of the school's mission guides decision making.	Our school serves as a model to others who contact us or visit to learn about our programs.