Illinois Global Scholar

Performance-based Assessment

Purpose:
The purpose of the capstone assessment is to ensure the high level of knowledge and skills possessed by the students completing the Illinois Global Scholar Certificate. Students will engage in a process of inquiry with required components and products, demonstrating mastery of designated standards. The standards addressed by this assessment incorporate both national learning standards and established standards for global competence.

In the process of completing the capstone project, students will:

▶ Develop compelling questions and plan inquiries.
▶ Communicate ideas effectively with diverse audiences.
▶ Translate their ideas and findings into appropriate actions to improve conditions.
▶ Engage in appropriate and informed actions to address or potentially improve conditions based on analysis of a global issue/concern.

What Students Will Do (Process)

Students completing the capstone assessment will progress through seven steps: (1) develop a compelling question, (2) investigate and research (3) drawing conclusions and propose solutions to "on the ground" experts (4) create an artifact, (5) communicate, (6) design action to affect change, and (7) reflect.

What Students Will Make (Products)

Students will complete two products: (1) a written narrative describing the entire experience and (2) documentation that was completed in conjunction with steps 1-7, including the artifact itself. The student can divide the narrative using subheadings that correspond to each of the seven required steps, but the narrative document should be submitted as a complete document. Because the documentation folder will likely include a variety of media, it is recommended that it be submitted on a flash drive or google folder.

Project Steps: The table below describes each of the seven steps required to complete the project as well as what is required at each step. Though this process unfolds in a linear fashion, once Step 1 is completed, it is recommended that students locate the "on the ground experts" (at least two people) with whom the student will communicate in Step 5. Such experts must have demonstrated knowledge of the issue investigated by the student. Moreover, experts must either be impacted by the issue first hand, or have firsthand, "on the ground" knowledge of the issue in the cultural context being investigated. In addition to planning this challenging step of the project early, finding people with whom to communicate may help the student to shape their question, provide information in the form of an interview, or point students to useful resources.

Description of Step

Student develops a compelling and actionable question addressing a global issue (e.g., climate change, religious intolerance, food shortage, gender inequality, global conflicts, migration, ethnic conflict, genocide, water quality) and drafts an investigation plan.

Narrative Includes:

a. The compelling question selected by the student

    These sentence frames can be used by the student to develop a compelling and actionable question:
    - *What is an effective way to address [issue] for [population] in [place]?*
    - *How can [social institution(s)] be changed to [improve/better serve] [issue] [population]?*

b. A BRIEF summary of the student's research or background knowledge that led him or her to ask the compelling question

c. A BRIEF review of research that roots the question in a specific discipline or disciplines and justifies why the question is important to ask and answer? (i.e., How does it close a gap in a specific academic discipline?)

d. A personal reason, if applicable, for asking pursuing an answer to the compelling question

e. A specific plan for HOW the student intends to answer the question. This plan should a preliminary discussion of the sources (i.e., academic research and interviews) the student expects to use and how such sources will reflect multiple perspectives

Documentation Includes:

a. Works cited of the sources consulted to generate the compelling question or literature review where applicable.

Note to Student

The compelling question will drive the entire capstone project. It is important that the question be actionable (i.e. the student can take specific steps necessary to affect positive change) and that the question is rooted in a specific global context or concerns a specific global community. Because developing questions of this nature can be challenging, preliminary research may be necessary.

Examples of actionable compelling questions include: What is an effective way to address the refugee crisis in Syria? What is an effective way to overcome religious prejudice in the United States? How can medical practice best be changed to improve healthcare for rural citizens of El Salvador? How can the high school "mission trip" be changed to make a real difference in the developing world? How can the policies of the United Nations be changed to better address climate change? What can a high school student do to end poverty in Chad?

Description of Step

Student investigates (through academic research, interviews and/or global outreach) the issue, its causes, and solutions and describes, analyzes, and summarizes the current state of the issue.

Narrative Includes:

a. A detailed description of the research process/methodology and findings (first person writing permissible) including:

- Explanation of the inquiry methods used to investigate the compelling question (i.e., What did you do to seek and find an answer to your question?)
- Explanation of the PROCESS of your research (I.e., How did data/source material/interviews shape the direction of your research?)
- Explanation of the PATH of your research (i.e., How did the process of investigation shape the path you took? What changes in direction did you take as you investigated the question? What did you find out about the global issue or concern at each step in the research process?)
- Description of supporting questions addressed as you moved toward answering your compelling question

Documentation Includes:

a. A works cited of resources used to research the global issue or concern

b. Other documentation of research (datasets, surveys, documentation of interviews, recordings, etc.)

c. Optional/As Needed: A formal presentation of research findings written in the third person MAY also be submitted if the student wishes to provide more detail about the research process than is included in the narrative.

Note to Student

Step 2 is a process of discovery rather than simply collecting sources about a topic. The compelling question should drive this process of inquiry, leading to a wide breadth of sources and deep understanding of the global issue or concern being addressed. Through the process of inquiry, methodology may be altered or adjustments made to the compelling question. The expectation is to document this process of inquiry therefore, it is highly recommended a journal be kept that records thoughts and reflections as the research process progresses. This journal should record what is known, questions about the topic, and ideas for further investigation and research.

After a compelling question has been successfully created, the process of identifying "on the ground" experts (individuals who have been impacted by the global issue or concern, or have firsthand, "on the ground" knowledge of the global issue or concern as a result of being in the specific global context you are investigating) is crucial. An interview with "on the ground" experts as part of Step 2 may be advisable as such individuals may provide valuable advice and information for next steps of the process.

Description of Step

Student (1) draws conclusions based on research, (2) proposes a systemic solution to the question asked and (3) identifies a local and/or global plan of action addressing the statement: "Here's what we can do to improve [issue or concern]."

Narrative Includes:

a. The conclusions drawn and the systemic solutions proposed by the student. Research should be used as the basis of the student's conclusions and consideration of best practices should be reviewed, documented, and considered in the process of formulating a solution (e.g., a student uses research to conclude that water conservation requires thoughtful use of water among citizens of Guam and then researches best practices related to teaching water conservation and/or water conservation efforts specific to Guam in order to inform his/her decision on how to best take action to solve this problem in Guam)

b. A discussion of the "on the ground" experts with whom the student communicated and an explanation of how and why these "on the ground" experts were selected

c. A discussion of the culture-specific preparation taken by the student to communicate with "on the ground" experts

d. A description of the specific communication that took place between the student and "on the ground" experts, including specific feedback on:

- the quality of the research/source material used by the student
- the student's ability to logically draw conclusions from the research gathered
- the viability of the student's plan to improve conditions related to the global issue or concern

e. A description of the modifications suggested by "on the ground" experts and the corresponding modifications the student made to conclusions, solutions, and/or plans to take action to improve conditions related to the global issue or concern

Documentation Includes:

a. Names and contact information of the "on the ground" experts (a minimum of two)

b. Citations of cultural-specific communication resources that student consulted prior to communication

c. Evidence of the communication (i.e., video, audio recording or detailed transcript) between the "on the ground" experts and the student

d. Original and revised draft(s) of student conclusions, solution, plan of action

Note to Student

In Step 2, research is completed and at this point in Step 3 a synthesis of what was learned, a proposed answer to the question, and a suggested specific action that can be taken to improve conditions is the focus. A more formal tone may be taken in this portion of the narrative, as this section of the narrative will be communicated to "on the ground" experts for feedback/advice. In seeking advice from "on the ground" experts, it is important to request constructive criticism of the research sources and methodology, conclusions, and/or the proposed actions. Quality feedback from a stakeholder requires thoughtful commentary and advice rather than an editorial review or a "stamp of approval." At this stage, it is strongly advised to begin the process of thoughtfully selecting an audience and venue (physical or virtual) to present findings and take action.

Step 4: Create Artifact

Description of Step

Student creates the artifact (or detailed plan) that documents, describes, synthesizes, or reflects the global issue or concern. The artifact created can vary widely (e.g., a work of art, a movie, an awareness-raising campaign, a children's book, professional presentations, a series of infographics, etc.).

Narrative Includes:

   a. A description of the artifact and how this artifact aligns with the student's conclusions
   b. An explanation of how the student intends to use the artifact to implement a solution or serve as a record of action taken to improve conditions

Documentation Includes:

   a.   The artifact itself or a photograph of the artifact
   b.   Narration as appropriate to explain the artifact (e.g., an artist's statement)

Note to Student

Prior to beginning this stage, it is expected the revision(s) suggested by "on the ground" experts as part of Step 3 have been completed. Because it may be impractical to revise some artifacts (e.g. a mural painted on a local building), the student may wish to create a plan or sketch of the artifact. The artifact is expected to be of professional quality, be an original work, and be culturally appropriate.

Step 5: Communication With "On The Ground" Experts

Description of Step

Student communicates with "on the ground" experts and revises the artifact based on the feedback.

Narrative Includes:

   a. A discussion of the "on the ground" experts with whom the student communicated and an explanation of how and why these "on the ground" experts were selected

   b. A description of the feedback received about the artifact

   c. A discussion of the culture-specific preparation taken to communicate with "on the ground" experts

d. The specific communication that took place between the student and "on the ground" experts (This communication should make a clear link between the research completed about the global issue or concern and the artifact that was/will be created)

e. A description of the modifications suggested by "on the ground" experts and the corresponding changes the student made to the artifact to improve conditions related to the global issue or concern

Documentation Includes:

a. Evidence of the communication that took place to receive feedback about the artifact (interview transcripts, audio/film recordings, bibliographies, surveys, datasets, social media posts and communication, and/or written feedback of various types)

Note to Student

This step is similar to Step 3 except that "on the ground experts' specific feedback on the student's artifact is the focus.

Step 6: Take Action to Affect Change

Description of Step

Student carries out local and/or global solution that engages audiences outside the school community to implement the plan to affect change.

Narrative Includes:

a. A description of the action taken to address the issue or concern

b. A description of how and why the student selected the specific audience and/or venue

c. A description of how the student adapted/created materials to suit the specific audience selected or how the artifact was used to engage the audience

d. A summary of how the student engaged the audience to take action to improve conditions or affect change related to the global issue or concern

e. An impact statement supported by qualitative or quantitative data collected from audience members

Documentation Includes:

a. Materials used by the student to present the artifact, findings, and action recommendations to a new audience

b. Evidence of feedback used to assess the impact of the student's action (e.g., a battery of survey questions with accompanying data, a list of questions with a recording of the student asking these questions with an audience, a list of reviews or comments made online, written impact statements, etc.)

Note to Student

Step 6 requires action to improve conditions or affect positive change. The audience selected for this step can include the two "on the ground" experts and members of the student's school community but it MUST also engage others outside of the school community.

Step 7:   Reflect

Description of Step

Student reflects on the process and communicates the reflection about entire process.

Narrative Includes:

Within the context of this capstone assignment, requiring students to develop an actionable question related to a global issue or concern, investigate the issue or concern, analyze results, communicate with "on the ground" experts, and create an artifact that was used to take actions to affect positive change, students should reflect on their understanding at the beginning of the project and the learning that was gained throughout the process, including:

    a. An analysis of how this project developed an understanding and learning of the global competencies

    b. An evaluation of the impact the action had, didn't have, or might have on the global concern using quantitative and/or qualitative data

    c. An analysis of the successes and failures throughout this process

    d. Identification of future plans to continue work as a globally competent person

Documentation Includes:

    a.   Research journal *(optional)*

Task Steps 1-7 (Table View)

Project Step	Description of Step	Narrative Includes	Documentation Includes	Note to Student
Step 1: Develop a Compelling Question and Research Plan	Student develops a compelling and actionable question addressing a global issue (e.g., climate change, religious intolerance, food shortage, gender inequality, global conflicts, migration, ethnic conflict, genocide, water quality) and drafts an investigation plan. These sentence frames can be used by the student to develop a compelling and actionable question: a. What is an effective way to address [issue] for [population] in [place]? b. How can [social institution(s)] be changed to [improve/better serve] [issue] [population]?	a. The compelling question selected by the student. b. A BRIEF summary of the student's research or background knowledge that led him or her to ask the compelling question. c. A BRIEF review of research that roots the question in a specific discipline or disciplines and justifies why the question is important to ask and answer? (i.e., How does it close a gap in a specific academic discipline?) d. If possible, a personal reason for asking pursuing an answer to the compelling question. e. A specific plan for HOW the student intends to answer the question. This plan should a preliminary discussion of the sources (i.e., academic research and interviews) the student expects to use and how such sources will reflect multiple perspectives	A works cited of the sources consulted to generate the compelling question or literature review where applicable.	The compelling question will drive the entire capstone project. It is important that the question be actionable (i.e. the student can take specific steps necessary to affect positive change) and that the question is rooted in a specific global context or concerns a specific global community. Because developing questions of this nature can be challenging, preliminary research may be necessary.

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[1] Examples of actionable compelling questions include: What is an effective way to address the refugee crisis in Syria? What is an effective way to overcome religious prejudice in the United States? How can medical practice best be changed to improve healthcare for rural citizens of El Salvador? How can the high school "mission trip" be changed to make a real difference in the developing world? How can the policies of the United Nations be changed to better address climate change? What can a high school student do to end poverty in Chad?

Project Step	Description of Step	Narrative Includes	Documentation Includes	Note to Student
Step 2: Investigate and Research	a. Investigate (through academic research, interviews and/or global outreach) the issue, its causes, and solutions. b. Describe, analyze, and summarize the current state of the issue.	A detailed description of the research process/ methodology and findings (first person writing permissible). a. Explain the methods of inquiry that were used to investigate the compelling question. What did you do to seek and find an answer to your question? b. Explain the PROCESS of your research. How did data/ source material/ interviews shape the direction of your research? c. Explain the PATH of your research. How did the process of investigation shape the path you took? What changes in direction did you take as you investigated the question? What did you find out about the global issue or concern at each step in the research process? d. What supporting questions did you ask and answer as you moved toward answering your compelling question.	a. A works cited of resources used to research the global issue or concern. b. Other documentation of research (datasets, surveys, documentation of interviews, recordings etc.) c. Optional/As Needed: A formal presentation of research findings written in the third person MAY also be submitted if the student wishes to provide more detail about the research process than is included in the narrative.	Step 2 engages students in a process of discovery rather than simply collecting sources about a topic. The student's question should drive this process of inquiry, leading the student to pursue a wide breadth of sources and deep understanding of the global issue or concern being addressed. It is foreseeable that students engaged in this process of inquiry may need to alter methodology or make adjustments to his or her compelling question. Because students are expected to document this process of inquiry, it is highly recommended that students keep a journal that records their thoughts and reflections as they progress through the research process. This journal should record what is known, questions student have, and ideas for further investigation and research. After a compelling question has been successfully created, students are strongly advised to begin the process of identifying "on the ground" experts (individuals who have been impacted by the global issue or concern, or have firsthand, "on the ground" knowledge of the global issue or concern as a result of being in the specific global context you are investigating). It may make sense for a student to interview potential "on the ground" experts as part of Step 2 as such individuals may provide the student with valuable advice and information.

Project Step	Description of Step	Narrative Includes	Documentation Includes	Note to Student
Step 3: Draw Conclusions and Propose Solutions to "on the ground" experts	Student (1) draws conclusions based on research, (2) proposes a systemic solution to the question he/she asked and (3) identifies a local and/or global plan of action addressing the statement: "Here's what we can do to improve [issue or concern]." To accomplish these tasks, the student must: a. Communicate conclusions, propose systemic answers, and suggest a local/global plan of action to a minimum of two "on the ground" experts. b. Collect and document stakeholder feedback. This feedback should focus on (1) the quality of of the research/ source material used by the student, (2) the student's ability to logically draw conclusions from the research gathered, (3) the viability of the student's plan to improve conditions related to the global issue or concern; (4) specific advice geared toward improving the project. This advice could concern research/sources, the conclusion drawn, or the student's plan of action. c. Revise proposed systemic answer/ solution to account for stakeholder feedback.	a. The conclusions drawn and the solutions proposed by the student. Research should be used as the basis of the student's conclusions and consideration of best practices should be reviewed, documented, and considered in the process of formulating a solution (e.g. - a student uses research to conclude that water conservation requires thoughtful use of water among citizens of Guam and then researches 'best practices' related to teaching water conservation and/or water conservation efforts specific to Guam in order to inform his/her decision on how to best take action to solve this problem in Guam. b. A discussion of the "on the ground" experts with whom the student communicated and an explanation of how and why these "on the ground" experts were selected. c. A discussion of the culture-specific preparation taken by the student to prepare to communicate with "on the ground" experts. d. A description of the specific communication that took place between the student and "on the ground" experts. e. A description of the modifications suggested by "on the ground" experts and the corresponding modifications the student made to conclusions, solutions, and/or plans to take action to improve conditions related to the global issue or concern.	a. Names and contact information of the "on the ground" experts (a minimum of two). b. Citations of cultural-specific communication resources that student consulted prior to communication. c. Evidence of the communication that occurred between "on the ground" experts (a minimum of two) and the student. This evidence may take the form of a video or audio recording or a detailed transcript. d. Original and revised draft(s) of student conclusions, solution, plan of action.	The completion of Step 2 marks the completion of the student's research. In Step 3, the student is expected to synthesize what was learned, propose an answer to the question he or she asked, and then propose specific action that can be taken to improve conditions. Students may wish to take on a more formal tone in this portion of the narrative, as this section of the narrative will be communicated to "on the ground" experts for feedback/advice. In seeking advice from "on the ground" experts, it is important that students know that they should request constructive criticism of the research sources and methodology, their conclusions, and/or the actions they proposed. Quality feedback from a stakeholder requires thoughtful commentary and advice rather than an editorial review or a "stamp of approval." At this stage, students are strongly advised to begin the process of thoughtfully selecting an audience and venue (physical or virtual) to present findings and take action.

Project Step	Description of Step	Narrative Includes	Documentation Includes	Note to Student
Step 4: Create Artifact	Student creates the artifact (or detailed plan) that documents, describes, synthesizes, or reflects the global issue or concern. The artifact created can vary widely (e.g. a work of art, a movie, an awareness-raising campaign, a children's book, professional presentations, a series of infographics etc.)	a. A description of the artifact that was created and how this artifact aligns with the student's conclusions. b. An explanation of how the student intends to use the artifact to implement a solution or serve as a record of action taken to improve conditions.	The artifact itself or a photograph of the artifact. Students should include narration as appropriate (e.g. an artist's statement)	Prior to beginning this stage, it is expected that the student has made the revision(s) suggested by "on the ground" experts as part of Step 3. Because it may be impractical to revise some artifacts (e.g. a mural painted on a local building), the student may wish to create a plan or sketch of the artifact. The artifact is expected to be of professional quality, be an original work, and be culturally appropriate.

Project Step	Description of Step	Narrative Includes	Documentation Includes	Note to Student
Step 5: Communication with "on the ground" experts	Student communicates with "on the ground" experts and revises the artifact based on the feedback.	a. A description of the feedback received about the artifact. b. A discussion of the "on the ground" experts with whom the student communicated and an explanation of how and why these "on the ground" experts were selected. c. A discussion of the culture-specific preparation taken by the student to prepare to communicate with "on the ground" experts. d. The specific communication that took place between the student and "on the ground" experts. This communication should make a clear link between the research completed about the global issue or concern and the artifact that was/will be created. e. A description of the modifications suggested by "on the ground" experts and the corresponding modifications the student made to the artifact to improve conditions related to the global issue or concern.	Documentation of the communication that took place to receive feedback about the artifact (interview transcripts, audio/film recordings, bibliographies, surveys, datasets, social media posts and communication, and/or written feedback of various types).	This step is similar to Step 3 except that stakeholder's specific feedback on the student's artifact.

Project Step	Description of Step	Narrative Includes	Documentation Includes	Note to Student
Step 6: Take Action to Affect Change	Carry out local and/or global solution that engages audiences outside the school community to implement your plan to affect change.	a. A description of the action taken to address the issue or concern. (What local or global action was taken to address the issue or concern?) b. A description of how and why the student selected the specific audience and/or venue. c. A description of how the student adapted/created materials to suit the specific audience selected or how the artifact was used to engage the audience. d. A summary of how the student engaged the audience to take action to improve conditions or affect change related to the global issue or concern. e. An impact statement supported by qualitative or quantitative data collected from audience members.	a. Documentation, media, or materials used by the student to present the artifact, findings, and action recommendations to a new audience. b. Evidence of feedback used to assess the impact of the student's action (such evidence may include a battery of survey questions with accompanying data; a list of questions asked to members of an audience along with an audio or recording of the student asking these questions with an audience; a list of reviews or comments made online; written impact statements; or other forms of documented feedback.	Step 6 requires the student to take action to improve conditions or affect positive change. The audience selected for this step can include the two "on the ground" experts and members of the student's school community but it must also engage others outside of the school community.

Project Step	Description of Step	Narrative Includes	Documentation Includes	Note to Student
Step 7: Reflect	Reflect on process and communicate reflection about entire process.	This assignment required students to develop an actionable question related to a global issue or concern, investigate the issue or concern, analyze results, communicate with "on the ground" experts, and create an artifact that was used to take actions to affect positive change. Considering the students understanding and experience at the beginning of the project, the student should reflect on what he or she learned about the topic and what he or she learned about the process of inquiry. In doing so, the student should a. Analyze how this project develops understanding and learning of the global competencies b. Evaluates the impact the action had, didn't have, or might have on the global concern using quantitative and/ or qualitative data c. Analyzes successes and failures throughout this process d. Identifies future plans to continue work as a globally competent person	Research journal (optional)	

Develops compelling questions and plans inquiries related to a global issue

Criterion 1: Develops a compelling question that is actionable and measurable

Yes / No	Indicators
	1. Develops a compelling question addressing a global concern [an issue that exists in several locations around the world]
	2. Ensures compelling question leads to a deeper understanding of global concern including the fundamental cause of the issue
	3. Designs a compelling question that is actionable and measurable [allows the student to identify and measure small- and/or large-scale solutions to global concerns and then take small- and/or large-scale action to change or improve conditions related to the global concern]

Uses effective communication skills to gather information and inform diverse audiences about an identified global issue

Criterion 2: Uses culturally informed communication skills consistently throughout the project

Yes / No	Indicators
	4. Uses appropriate, culturally-informed language[1] to communicate in a logical and concise manner
	5. Uses discipline-specific terminology appropriate to the task
	6. Elicits feedback (e.g., develops a survey, engages in dialogue) from stakeholders[2] using effective communication skills [the organization, development, substance, and style are appropriate and culturally-informed to purpose, audience]
	7. Communicates using media that is appropriate to the audience/person
	8. Uses language conventions appropriate to project

Criterion 3: Collects research and communicates academically, consistent with the standards of the disciplines

Yes / No	Indicators
	9. Provides evidence that research was applied when presenting the artifact[3] to stakeholders

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[1] Culturally-informed language is language that is based on unfounded assumptions, negative stereotypes of a person's or group's age, class, gender, or etage, class, gender, or geographic, racial, religious or ethnic characteristics.

[2] A stakeholder in this context, is someone who is either directly impacted by the global issue or concern being investigated, or has firsthand, on-the-ground knowledge of the issue or concern.

[3] An artifact is a physical or electronic object(s) reviewed by "one the ground experts" BEFORE the action. Artifacts must be used to take action and affect change related to global concern. The range of possible artifacts is wide and may include planning documents, films, presentations, works of art, poster presentation, research paper, outline describing a wide variety of events (community cleanup, awareness-raising campaign, etc.) music etc.

Criterion 4: Research gathered sufficiently addresses the global concern and leads to possible resolutions of the global concern specifically addressed in the student's compelling question

Yes / No	Indicators
	10. Incorporates culturally-informed perspectives and opinions from stakeholders to analyze evidence from multiple sides of a global concern
	11. Designs and carries out a research plan using a variety of resources (i.e. a combination of credible scholarly sources and interviews/narratives) representing multiple perspectives including the perspectives of those impacted by the global issue
	12. Ensures research explores causes and effects of the issue of global concern from the perspectives of a variety of stakeholders
	13. Provides evidence of research of the global concern from several locations in the world
	14. Demonstrates that research includes a review of the impact of possible action, and previous interventions to address the global concern
	15. Documents source material and evaluates for accuracy and credibility
	16 Uses a depth and breadth of source material adequate to develop an understanding of the complexity of the global concern
	17. Demonstrates how source material contributes to understanding of the global concern

Translates ideas and findings into appropriate actions to improve conditions related to an identified global problem or issue

Criterion 5: Designs action to be taken in relation to an issue of global concern that closely aligns with and logically results from the conducted research

Yes / No	Indicators
	18. Designs an action plan that based on findings from the research
	19. Develop a plan to measure the impact of proposed action
	20. Incorporates feedback from multiple stakeholders
	21. Incorporates feedback from multiple stakeholders

Criterion 6: Designs an artifact reflecting the proposed action to be taken in relation to the global concern

Yes / No	Indicators
	22. Plans an artifact that informs and engages the stakeholder audience about the proposed action [artifact used during the implementation of the solution or serves as a record of the action]
	23. Artifact serves as an appropriate vehicle to take action and affect change
	24. Develops an artifact that supports understanding of research findings, reasoning, and evidence to inform and engage the stakeholder audience

Engages in appropriate informed actions to address or potentially improve conditions based on analysis of global issue/concern

Criterion 7: Takes action that demonstrates understanding of global concern

Yes / No	Indicators
	25. Utilizes the artifact in planning, implementing and/or documenting the action that is designed to affect local and/or global change
	26. Advocates for suggested improvements and alternatives on behalf of those impacted and/or engages the new audience to take action
	27. Offers new audience a blueprint for change

Criterion 8: Reflects on the capstone process

Yes / No	Indicators
	28. Analyzes how this project develops understanding and learning of the global competencies
	29. Evaluates the impact the action had, didn't have, or might have on the global concern using quantitative and/or qualitative data
	30. Analyzes successes and failures throughout this process
	31. Identifies future plans to continue work as a globally competent person[4]

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[4] Globally-competent students are able to perform four competencies: (1) Investigate the World--Students investigate the world beyond their immediate environment, (2) Recognize Perspectives--Students recognize their own and others' perspectives, (3) Take Action--Students translate their ideas into appropriate actions to improve conditions, (4) Communicate Ideas--Students communicate their ideas effectively with diverse audiences.