

ASSESSMENT RUBRICS – BLOCK 1

Critical analysis of global and local issues

ASSESSMENT CRITERIA	AT-RISK	INITIAL	DEVELOPING	PROFICIENT	TRANSFORMATIVE
B1.1. Gather, select and synthesise relevant information on global and local issues in a critical, ethical and structured way.	Selects fragments and data indiscriminately, without recognising key concepts. Reproduces source material verbatim, with no reformulation. Fails to relate the information to its context.	Selects some key arguments, but includes irrelevant information. Limited paraphrasing; relies heavily on direct quotes. Ideas lack cohesion. Sources are not cited.	Identifies and selects most key concepts and central arguments. Paraphrases using own words. Organizes the synthesis into clear thematic sections. Shows limited application of ethical criteria in the use and citation of sources.	Selects and synthesises key concepts, relevant data and central arguments. Reformulates information clearly in own words. Contextualises content with a critical and ethical perspective. Applies ethical criteria in the use and citation of sources.	Integrates key concepts, relevant data and central arguments with precision, in a coherent and cohesive way. Produces original reformulations and organizes ideas around a clear and well-developed line of reasoning. Critically connects content to its ethical dimension and broader context. Applies ethical criteria in the use and citation of sources.
B1.2. Use visual resources or diagrams to support the understanding of complex global and local issues.	Does not use any visual support or organization to structure or illustrate the topic being addressed. Information is unclear and lacks organization.	Includes information on the topic in visual formats or diagrams without clear criteria or hierarchy. Presents isolated elements that do not support or clarify key ideas.	Creates a representation that includes relevant information and reflects basic relationships. Organization is present but lacks a clear hierarchy, making full understanding difficult.	Creates a structured representation that includes the most relevant information and reflects more complex relationships. Information is organized with a clear hierarchy that supports understanding.	Structures key information in an innovative and coherent way. Uses clearly defined hierarchies, labels and connectors that guide the viewer smoothly through complex information.
B1.3. Analyse the reliability and intent of different sources of information in order to identify potential ideological bias, omissions or underlying interests.	Accepts information without questioning its reliability, origin or intent. Does not recognise potential bias, omissions or underlying interests.	Identifies the origin of sources, but evaluates their reliability superficially. Shows limited awareness of factors such as intent, purpose or ideological bias.	Evaluates the reliability of sources by considering origin, authority, purpose and intent. Begins to identify obvious bias or omissions using basic critical analysis.	Evaluates the reliability of different sources critically and in detail, identifying intent, underlying interests and ideological or cultural bias, as well as omissions. Compares sources to develop a more balanced and plural understanding.	Evaluates sources rigorously, highlighting silenced voices, dominant ideological frameworks and power structures that shape narratives. Develops arguments based on ethical and contextual criteria, proposing more just and equitable alternative perspectives.
B1.4. Relate local situations, actors and issues to global processes in order to identify causes, consequences and interdependencies.	Describes local or global situations in isolation, without establishing connections. Presents a fragmented view in which actors, events or issues are treated as separate elements, without considering causes, consequences or interdependencies.	Recognises basic links between local and global situations, but in a superficial or general way. Does not explore underlying causes or consequences, and fails to identify clear interdependencies.	Relates local situations, actors and issues to global processes, clearly identifying causes and consequences. Begins to identify economic, social, environmental or political interdependencies, showing a more structured understanding.	Analyses the relationships between local actors and global issues in depth, explaining multiple causes, consequences and interdependencies (economic, social, cultural and environmental). Integrates different factors and perspectives, demonstrating a systemic approach.	Provides a critical and systemic analysis of the relationships between local and global issues, highlighting inequalities, impacts and shared responsibilities. Makes visible the power structures and flows of resources and ideas that shape these interdependencies, from an ethical and ecosocial perspective.
B1.5. Formulate relevant and critical questions or hypotheses to guide the analysis of local and global issues.	Formulates superficial questions or hypotheses that are poorly connected to the issue, with no critical focus or contextual awareness.	Formulates general questions or hypotheses without a critical focus or clear connection to the issue being analysed.	Formulates questions or hypotheses that address specific aspects of the issue, but without exploring their broader implications.	Formulates relevant and critical questions or hypotheses that guide analysis from a systemic and contextualised perspective, supporting a deeper understanding of the issue.	Formulates powerful and challenging questions or hypotheses that challenge dominant frameworks, reveal underlying power structures and open up new lines of analysis, fostering critical thinking and ethical reflection.
B1.6. Develop well-founded arguments on ecosocial issues through a systemic and contextual analysis, adopting independent yet critical positions, particularly in response to dominant or oversimplified narratives.	Expresses general opinions without clear evidence or connections between causes and consequences. Reproduces dominant or oversimplified narratives without questioning them.	Expresses opinions or arguments without clearly linking causes, consequences and contexts. Does not take a position in relation to dominant or oversimplified narratives. Struggles to question and critically analyse discourse, including its ethical, cultural, social, economic and environmental dimensions.	Builds arguments that identify some causes and consequences, but only partially or without explaining how they interact within the broader system. Begins to recognise ethical, cultural, social, economic and environmental dimensions in dominant or oversimplified narratives and to incorporate them into arguments.	Develops clear and well-structured arguments that explain causes and consequences and support contextual understanding. Integrates ethical reflection and recognises interdependence between factors and actors. Critically questions dominant or oversimplified narratives.	Develops critical and well-structured arguments grounded in a systemic local–global perspective. Analyses interconnections between factors and actors, highlighting the ethical implications of different positions. Challenges dominant or oversimplified narratives by proposing well-supported alternative perspectives, while recognising possible contradictions in one's own reasoning.

ASSESSMENT RUBRICS – BLOCK 2

Self-awareness and diverse perspectives

ASSESSMENT CRITERIA	AT-RISK	INITIAL	DEVELOPING	PROFICIENT	TRANSFORMATIVE
B2.1. Recognise and interpret different perspectives, taking into account cultural, social and historical contexts.	Reproduces a single perspective without recognising others. Presents different perspectives without contextualisation, maintaining an ethnocentric or oversimplified view of the situation or conflict.	Presents a single perspective or mentions multiple perspectives without situating them within their cultural, social or historical context.	Maintains an ethnocentric or oversimplified view of the situation or conflict. Recognises the existence of different perspectives. Includes some elements that begin to situate these perspectives within their cultural, social and historical frameworks.	Interprets and values multiple perspectives, clearly situating them within their cultural, social and historical contexts. Shows an appreciation for differences and recognises how these frameworks shape the perceptions of different actors.	Demonstrates a deep and critical understanding and appreciation of diverse perspectives, situating them within their cultural, social and historical contexts. Critically examines power dynamics that determine which voices are heard and which are excluded. Actively seeks to include marginalised or silenced voices, enriching collective understanding.
B2.2. Demonstrate understanding through active listening, with empathy and respect, showing interest in the meanings individuals attach to their experiences and ways of seeing the world.	Listens passively, showing little interest in what others express. Fails to recognise underlying emotions or meanings. Interrupts, avoids eye contact or responds in ways that are disconnected from the message.	Listens to others' contributions but responds only with general comments or minimal engagement. Shows limited understanding of underlying emotions or context.	Listens attentively and respectfully, demonstrating a contextual understanding of the situation. Begins to recognise emotions and underlying meanings, and starts to build a communicative connection based on empathy and willingness to understand others.	Listens actively with empathy and respect, recognising and validating the meanings and emotions expressed by others. Uses open or reflective questions to deepen understanding and support constructive and meaningful dialogue, while remaining sensitive to others' perspectives.	Listens actively with empathy, demonstrating sensitivity to the emotional, cultural and social frameworks that shape others' experiences. Responds in ways that not only validate but also contribute to the co-construction of safe, inclusive spaces that integrate diverse voices and experiences.
B2.3. Value and incorporate diverse perspectives, avoiding ethnocentric judgments, stereotypes or simplifications.	Engages with diverse perspectives superficially, often making ethnocentric judgments, relying on stereotypes or oversimplifying cultural, social or individual differences. Maintains a decontextualised or polarised view of reality.	Recognises the existence of diverse perspectives, but tends to interpret them through a personal or cultural lens. Does not critically question stereotypes or simplifications. Analysis remains general and lacks depth.	Values diverse perspectives respectfully and identifies stereotypes, simplifications or ethnocentric judgments in dominant narratives. Acknowledges the legitimacy of different experiences and viewpoints.	Engages with diverse perspectives in a contextualised and critical way, avoiding ethnocentric judgments and recognising stereotypes or simplifications in both personal and external discourse. Uses cultural, social and historical criteria to understand differences, maintaining an open and respectful stance.	Critically examines diverse perspectives, highlighting how stereotypes, ethnocentric thinking and simplifications can function as mechanisms of exclusion or domination. Actively promotes more equitable and inclusive narratives, incorporating marginalised voices and recognising diversity as a source of transformation.
B2.4. Identify personal beliefs, values or experiences that shape one's perspective.	Does not recognise personal beliefs, values or experiences that influence their interpretation of the world.	Identifies a specific personal belief, value or experience, but does not analyse how it shapes interpretation or interaction with other perspectives.	Recognises personal beliefs, values or experiences as factors shaping one's perspective. Begins to reflect on how these influence understanding of different situations. Identifies potential personal biases.	Critically analyses how personal beliefs, values and experiences shape interpretation of the world, identifying biases and limitations. Recognises how these factors influence interactions with other perspectives and applies this awareness to develop a more open and contextualised understanding.	Engages in ongoing and in-depth reflection on personal frames of reference, questioning beliefs, values and experiences. Uses this awareness to transform one's perspective and foster intercultural dialogue grounded in humility, epistemic justice and mutual learning.
B2.5. Recognise emotions, internal tensions or contradictions in one's own perspective arising from engagement with different viewpoints or experiences.	Does not recognise tensions, contradictions or challenges in their perspective despite exposure to different viewpoints or experiences. Maintains a fixed position without reflection or reconsideration.	Expresses some discomfort or surprise when encountering different perspectives, but does not clearly identify internal tensions or contradictions. Reflection remains superficial or focused mainly on justifying one's position.	Recognises internal tensions or contradictions arising from engagement with different perspectives. Begins to reflect on the causes of these tensions. Shows a willingness to question their own assumptions, although still maintains some unexamined justifications.	Critically analyses internal tensions and contradictions generated through engagement with other perspectives. Explores how these challenge personal beliefs or values, showing openness to revising one's frame of reference.	Views internal tensions and contradictions as opportunities for personal growth and transformation. Integrates this awareness into ongoing reflection and practice, demonstrating deep self-reflection and applying it to understanding cultural diversity and complexity.
B2.6. Reconsider one's position after engaging with other perspectives, demonstrating openness to change and critical thinking.	Maintains a fixed position without engaging with other perspectives, or engages only superficially without integrating new elements. Shows resistance to change or adopts a defensive stance.	Engages with other perspectives occasionally, but does not integrate new insights or revise thinking. May demonstrate superficial openness without meaningful change.	Actively engages with other perspectives, recognising elements that challenge initial views. Begins to incorporate nuance and demonstrates emerging openness to change and critical thinking.	Reformulates their position by clearly and coherently integrating elements from diverse perspectives. Demonstrates genuine openness to change and adjusts thinking through reflective comparison with other viewpoints.	Continuously refines their position by integrating diverse perspectives and applying critical and ethical reflection. Demonstrates a sustained ability to adjust their perspective through reflective engagement with other cultural, social or ideological viewpoints, and creates safe spaces grounded in respect and justice in intercultural exchanges.

ASSESSMENT RUBRICS – BLOCK 3

Intercultural communication

ASSESSMENT CRITERIA	AT-RISK	INITIAL	DEVELOPING	PROFICIENT	TRANSFORMATIVE
B3.1. Identify features of verbal and non-verbal communication in order to adapt language and register according to the purpose and communicative context, taking into account relevant cultural norms.	Fails to identify features of verbal and non-verbal communication in relation to purpose and context. Shows no awareness of the cultural norms involved. Does not adapt language or register to people or context.	Identifies features of verbal and non-verbal communication in familiar contexts, but does not adapt effectively to different communicative situations. Shows limited awareness of cultural norms. Communication remains centred on their own frame of reference.	Identifies features of verbal and non-verbal communication based on the characteristics of the interlocutor or the context. Shows basic awareness of cultural norms. Supports understanding and demonstrates respect.	Identifies and adapts verbal and non-verbal communication effectively according to purpose and context, taking cultural norms into account. Demonstrates intercultural sensitivity and communicative flexibility.	Adapts verbal and non-verbal communication with a high degree of awareness and intentionality, taking cultural norms into account. Demonstrates strong intercultural sensitivity and communicative flexibility, avoiding misunderstandings and promoting respectful and inclusive interactions.
B3.2. Identify and use inclusive language clearly and respectfully, avoiding discriminatory or stigmatising expressions.	Uses language that may be discriminatory, stigmatising or offensive, whether intentionally or not. Shows no awareness of the social and emotional impact of language, and maintains stereotypes or exclusionary narratives.	Avoids explicitly discriminatory terms, but uses neutral or standardised language without applying principles of inclusion or respect for diversity. Shows limited awareness of how language affects dignity and representation of diverse groups.	Uses generally inclusive, clear and respectful language, avoiding discriminatory or stigmatising expressions. Begins to review and adjust their language to reflect gender, cultural, ethnic and other forms of diversity, applying basic principles of equity and communicative justice.	Uses inclusive, clear and respectful language consistently, adapting communication to the needs and characteristics of different individuals or groups. Demonstrates critical awareness of the role of language in shaping social reality and representing diversity, avoiding stereotypes and exclusionary narratives.	Uses inclusive, clear and respectful language in an intentional and proactive way, not only avoiding discriminatory expressions, but actively promoting narratives that dignify, make visible and empower historically marginalised groups. Introduces language, references, and communicative practices that contribute to transforming social relationships from an ethical and critical perspective.
B3.3. Incorporate multilingual strategies and visual resources to support understanding of key concepts in diverse contexts.	Fails to use multilingual strategies to support understanding in culturally or linguistically diverse contexts. Does not use visual resources to ensure understanding of the concepts, which may create communication barriers and exclude interlocutors. Shows no awareness of specific communicative needs.	Uses multilingual strategies occasionally to support understanding in diverse contexts. Uses visual resources that are not well adapted to the communicative needs of the context or interlocutor.	Uses multilingual strategies (e.g. switching between languages, using key terms in other languages) and visual resources (e.g. pictograms) to support understanding and participation in diverse contexts. Shows awareness of communication barriers and begins to adapt communication to support inclusion and equity.	Uses multilingual strategies in a planned and effective way, adapting them to the needs of interlocutors. Uses visual resources to support understanding of key concepts. Facilitates clear, inclusive and equitable communication, avoiding communication barriers and exclusion.	Integrates multilingual strategies creatively and flexibly to empower interlocutors and promote respectful, inclusive and equitable interaction. Uses innovative visual resources to support understanding of complex concepts. Actively contributes to sustaining inclusive, equitable and intercultural communication without excluding interlocutors.
B3.4. Participate in respectful and cooperative dialogue, showing openness and interest in the contributions of people with different experiences, ideas or cultural backgrounds.	Focuses exclusively on personal ideas, without listening to or showing interest in others' contributions. Disrupts dialogue through interruption, dismissal of others' views or a closed and uncooperative attitude.	Participates respectfully, but does not actively contribute to the dialogue. Listens to others but does not respond to or integrate their contributions. Participation remains limited or centred on personal viewpoints.	Engages in respectful dialogue, listening actively and showing interest in others' contributions. Supports dialogue and promotes respect, helping to foster mutual understanding and maintain the flow of dialogue.	Participates actively and cooperatively in dialogue. Incorporates and values others' perspectives to build shared understanding. Supports respectful, inclusive dialogue and the integration of diverse viewpoints for collective enrichment.	Facilitates and leads inclusive dialogue processes, creating spaces where all voices are heard and valued, especially those of marginalised groups. Promotes shared meaning-making and fosters trust, respect and equity in intercultural and social dialogue.
B3.5. Identify and interpret potential intercultural misunderstandings, recognising that they may arise from differing cultural norms or frames of reference.	Fails to identify or interpret intercultural or communicative misunderstandings. May incorrectly attribute misunderstandings to others without reflecting on cultural differences.	Recognises that a misunderstanding has occurred, but cannot clearly explain the cultural or communicative factors behind it. Interpretation remains superficial.	Identifies and interprets misunderstandings at a basic level, recognising differences in cultural norms, references or communication styles. Interprets communication situations and uses strategies to improve intercultural communication.	Clearly identifies misunderstandings and explains their causes with reference to cultural norms, communication styles or contextual factors. Interprets situations with intercultural awareness, empathy and respect, and proposes adjustments to support mutual understanding.	Analyses intercultural misunderstandings from a critical and systemic perspective, situating them within broader power dynamics or social structures. Proposes strategies to transform communication, promoting repair, relational justice and respectful dialogue.
B3.6. Manage disagreements in a democratic and constructive way, promoting environments based on respect and equity.	Responds to disagreement with a defensive or withdrawn attitude, avoiding conflict or imposing their own viewpoint. Does not support equitable participation or a respectful, open dialogue. May contribute to polarisation or the silencing of certain perspectives.	Participates in managing disagreements respectfully, but does not actively support inclusion of all voices. Accepts disagreement without proposing ways to resolve it or ensure equitable dialogue. Contribution remains respectful but not constructive.	Contributes actively to the democratic and constructive management of disagreements, seeking common ground and promoting respectful interaction. Supports the inclusion of diverse voices and open dialogue.	Facilitates the democratic management of disagreements effectively, ensuring that all voices are heard and valued. Promotes respectful, equitable and open dialogue, integrating different perspectives to reach shared and sustainable solutions. Maintains a proactive approach to reducing imbalances and supporting equitable participation.	Leads processes for managing disagreements that promote transformation in power dynamics and ensure the active inclusion of all voices, especially those that are marginalised. Facilitates deep, justice-oriented dialogue and supports the development of solutions that promote structural and sustainable change.

ASSESSMENT RUBRICS – BLOCK 4

Transformative action

ASSESSMENT CRITERIA	AT-RISK	INITIAL	DEVELOPING	PROFICIENT	TRANSFORMATIVE
B4.1. Take responsibility in social or environmental initiatives, collaborating with others, allocating roles, and contributing actively to the effective functioning of the group and the achievement of shared objectives.	Avoids taking part in task allocation or does not volunteer to take on specific responsibilities within the group. Does not respect agreed decisions and struggles to adapt to changes or collaborate with others from diverse backgrounds.	Participates intermittently in group activities, taking on simple roles when assigned but showing little initiative to coordinate with others or ensure shared goals are met. Requires external support to remain engaged and consistent.	Takes on basic responsibilities within the group and begins to coordinate with others to organize tasks. Shows increasing involvement in shared decision-making, but still requires guidance to ensure fair role distribution and fluid communication.	Participates actively in group processes, taking responsibility and coordinating effectively with others. Contributes to planning and organizing tasks, ensuring appropriate role distribution and clear communication to achieve shared goals.	Demonstrates active and collaborative leadership in group processes, facilitating coordination and promoting equitable participation. Contributes proactively to collective reflection, adapting group dynamics to improve the functioning of the group, support mutual learning and strengthen commitment to shared goals.
B4.2. Make well-reasoned decisions that are consistent with the values of social justice, equity and sustainability, identifying potential short- and long-term impacts on different groups and contexts.	Makes decisions without justification or ethical consideration and fails to consider broader consequences. Struggles to recognise the impact of those actions on vulnerable groups or the environment. Avoids critical discussion when decisions are questioned.	Makes decisions without explicitly considering social justice, equity or sustainability. Shows difficulty recognising their impact on different groups or contexts. Arguments are superficial and based mainly on personal opinion rather than evidence or multiple perspectives.	Begins to incorporate values of social justice, equity and sustainability into decision-making, though inconsistently. Identifies some immediate impacts on specific groups, but struggles to recognise long-term or broader global implications. Arguments show an emerging use of relevant and reliable sources.	Makes informed and well-reasoned decisions aligned with social justice, equity and sustainability. Demonstrates structured thinking and integrates cultural, social, economic and environmental perspectives. Identifies both short- and long-term impacts across different groups, particularly those most vulnerable. Supports decisions with relevant and reliable sources.	Makes strategic and creative decisions deeply grounded in these values, leading processes of critical reflection and collective action. Analyses global interdependencies from a systemic perspective, considering impacts at different scales, both local and global. Promotes solutions that incorporate the voices and needs of historically marginalised groups. Presents well-founded, ethical and plural arguments based on relevant and reliable sources, aimed at collective well-being and global sustainability.
B4.3. Develop and plan contextualised and creative action proposals that respond to community needs and contribute to global justice.	Proposes unrealistic actions that are disconnected from local or global needs. Shows little interest in understanding the community or analysing its needs before proposing actions.	Proposes actions in a superficial way, with limited connection to community needs or global justice principles. Ideas are often impractical or unrealistic. Relies on standardised approaches without offering original or innovative perspectives.	Plans actions that address social or environmental issues with some connection to local or global contexts and community needs. Includes some creative elements, though not always consistently or clearly justified. Shows limited depth in analysing feasibility or alignment with global justice.	Develops well-planned, contextualised actions based on a sound analysis of community needs, with a clear focus on global justice. Incorporates creative and innovative elements and adapts to available contexts and resources. Provides coherent justification of feasibility, relevance and expected impact.	Designs and plans creative and context-sensitive actions with a strong focus on social or environmental innovation, responding strategically to community needs and actively contributing to global justice. Includes mechanisms to ensure feasibility, sustainability and inclusion of diverse groups. Demonstrates a systemic and forward-looking perspective, connecting local actions to global processes and engaging others in planning and implementation.
B4.4. Critically evaluate the effectiveness and sustainability of actions, identifying strengths, limitations and opportunities for improvement with a reflective and ongoing commitment.	Does not review or evaluate actions or outcomes. Avoids recognising errors or areas for improvement. Does not propose improvements, limiting reflection and progress.	Evaluates actions superficially, focusing mainly on visible aspects without considering long-term sustainability or impact on different groups. Reflects on actions without analysing successes, challenges or potential improvements in depth.	Begins to evaluate effectiveness in more detail, identifying some strengths and limitations, though not always systematically. Suggests initial adjustments and begins to consider sustainability and continuity. Shows growing awareness of impact across different groups and a developing commitment to continued progress.	Evaluates actions systematically, clearly identifying strengths and areas for improvement. Proposes well-founded adjustments for both short- and long-term improvement. Demonstrates initiative in ongoing improvement. Integrates reflection as a core part of the process, linking actions to global justice and sustainability.	Evaluates actions in depth, considering not only immediate results but also systemic and structural impact, as well as short- and long-term effects across different groups. Demonstrates ongoing, proactive commitment to improvement, promoting collective reflection, shared learning and continuous adaptation to support meaningful and lasting change.
B4.5. Adopt and maintain coherence between thought, communication and action, demonstrating an ethical and reflective stance, particularly in situations of injustice or violations of rights.	Avoids taking a position in situations of injustice and reproduces unexamined narratives. Struggles to sustain ethical reflection in complex contexts.	Recognises situations of injustice at a basic level, but does not articulate a clear position. Shows a disconnect between thought, communication and action.	Takes a position in situations of injustice and demonstrates understanding of underlying values. Attempts to align communication and action, though inconsistently or only in simpler contexts. Requires support to maintain ethical coherence in more complex situations.	Maintains consistent alignment between thought, communication and action across different contexts, acting in accordance with values of social justice, equity and human rights. Reflects independently on practice, identifies tensions or inconsistencies, and adjusts decisions to maintain ethical integrity.	Takes a proactive and influential role in promoting ethical coherence across diverse contexts. Uses critical reflection to analyse tensions between values and interests, and leads initiatives that support human rights and global justice. Demonstrates a high level of consistency that contributes to meaningful change at both local and broader levels.