



# Profile of a Graduate

Development of Break-out Rubrics

# NEASC Standards for Accreditation

- **2.1 The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.**
  - The Vision of the Graduate is embedded into curriculum, instruction, and assessment practices.
- **2.2 There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.**
- **2.7 Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.**
  - communication of the school's vision of the graduate and related unit-specific learning goals to be assessed prior to each unit of study

# Collaborating Members

- Stacey Daly – Math Coach (Brown, Jeffrey, Ryerson and Polson)
- Meghan Foster – Grade 2 (Ryerson)
- Stephanie Fumiatti – Literacy Coach (Polson and Daniel Hand)
- Michelle Horn – Literacy Coach (Brown and Polson)
- Mike Kiefer – Instructional Technology Specialist (Polson and Daniel Hand)
- Christa Laragy – Grade 3 (Jeffrey)
- Chris Pagliuco – K-8 Social Studies Coordinator
- Lauren Warner – ELA / Social Studies, Grade 5 (Brown)

# Portrait of a Graduate

## Student Growth and Development Matrix

Critical Thinking	Creative Thinking	Collaboration/ Communication	Self-Direction	Global Thinking
<p><b>Inquiry</b></p> <p>Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue.</p>	<p><b>Idea Generation</b></p> <p>Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions/transformations.</p>	<p><b>Collective Intelligence</b></p> <p>Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.</p>	<p><b>Self-Awareness</b></p> <p>Examining current performance critically to identify steps/strategies to persist.</p>	<p><b>Citizenship</b></p> <p>Identify, analyze and contribute to critical issues in society in an ethical and responsible manner.</p>
<p><b>Analyzing</b></p> <p>Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences.</p>	<p><b>Design</b></p> <p>Engaging in a process to refine a product for an intended audience and purpose.</p>	<p><b>Product Creation</b></p> <p>Effectively use a medium to communicate important information.</p>	<p><b>Decision Making</b></p> <p>Make responsible decisions, based on potential outcomes.</p>	<p><b>Alternate Perspectives</b></p> <p>Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective.</p>

# Adding SEL and Empathy: Decision Making

<p><b>Decision Making</b></p> <p>Make responsible decisions, based on potential outcomes.</p>	<p>I did not manage my time well OR make a plan which considered time constraints, resources, and information available, resulting in an undesirable outcome.</p> <p>I did not make responsible and ethical decisions.</p>	<p>I made a plan to break my task/goal into bite-sized steps, but did not follow through, OR my plan did not adequately consider time constraints, resources, and information available.</p> <p>My decisions only met some of my needs and/or did not consider the impact on others.</p>	<p>I broke my task/goal into sequential, bite-sized steps based on the time constraints, resources, and information available to manage my social/emotional and academic needs.</p> <p>I proposed and carried out ethical, empathetic, responsible decisions by carefully evaluating the [context, data/evidence, resources, support, time constraints, safety, task parameters, etc.]</p> <p>My decisions were based on respect and safety for myself and others with consideration of possible consequences.</p>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"><li>● Building in time to reflect and being considerate to other people's schedules.</li><li>● Identifying and evaluating what was and was not working to determine alternate approaches/decisions as needed.</li><li>● Considering unintended consequences.</li><li>● Independently seeking out resources or support for myself and/or others</li></ul>
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# Break-out Rubric: Analyzing

<p><b>Analyzing</b></p> <p>Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences.</p>	<p>I looked at information/data/evidence considering limited perspectives/ strategies on a superficial level.</p> <p>I was not able to identify patterns or relationships, make inferences, draw conclusions, or create viable solutions.</p>	<p>I looked at information/data/evidence considering limited perspectives/ strategies that may have lacked relevance.</p> <p>I made literal interpretations and only identified the most obvious patterns and relationships in the information I examined. Therefore, my inferences, conclusions, and solutions are not well-supported and have limited meaning or workability.</p>	<p>I examined information/data/evidence considering multiple sources/strategies that were relevant to my focus, omitting extraneous information.</p> <p>I identified patterns, relationships, and underlying assumptions.</p> <p>This allowed me to make inferences; draw well-informed conclusions; and/or create workable solutions.</p>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"><li>• Carefully and independently synthesizing disparate sources/strategies</li><li>• Making insightful inferences</li><li>• Drawing complex, nuanced, well-informed conclusions</li><li>• Creating novel solutions.</li><li>• Forming interpretations supported by multiple instances/data points/strategies.</li></ul>
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# Grade 3 Unit 4: Dog Shelter PBA

## Grade 3 Unit 4 ~ Dog Shelter

	1 Limited	2 Emerging	3 Present (MPS standard)	4 Complex
<p><b>Capacity # 1</b></p> <p><b>Analyzing:</b></p> <p>Students will be able to analyze information/data to make inferences and identify possible underlying assumptions, patterns, and relationships.</p>	<ul style="list-style-type: none"> <li>I needed help from the teacher to understand and solve the problem.</li> <li>With teacher support along the way, I tried to use strategies that I learned.</li> <li>I was unable to solve the problem or I created a solution to the problem with many errors.</li> </ul>	<ul style="list-style-type: none"> <li>I needed a little hint/tip from the teacher to understand, and start solving the problem.</li> <li>With a little teacher support, I used strategies and mathematical ideas that I learned.</li> <li>I created a solution for the problem and showed my thinking using sketches/ models, numbers and/or words with some errors.</li> </ul>	<ul style="list-style-type: none"> <li>I worked independently to understand and start solving the problem although I may have needed to ask the teacher some questions before I started.</li> <li>I used strategies and mathematical ideas that I learned.</li> <li>I solved the problem and showed my thinking using sketches/ models, numbers and/or words.</li> </ul>	<p>I fully meet the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> <li>I worked completely independently and did not have to ask the teacher any questions.</li> <li>I used efficient strategies to solve the problem.</li> </ul>

# Grade 7 Unit 2: Analyzing Author's Craft in Historical Fiction

## Response Checklist

**My writing includes**

- The title and author of the short story I read
- Clear craft statement that identifies at least one author's craft move present in the short story
- At least one piece of text evidence that supports my craft statement.
- My thinking about the impact of the craft move (How does it impact the story? How does it impact the reader?)
- Two sentence starters (see below) to grow my thinking
- Few to no grammatical errors

Quality of thinking		
<b>Analysis</b> <ul style="list-style-type: none"> <li>• Examine, assess, interpret or evaluates author's craft move(s) and the purpose of the craft move</li> <li>• Make inferences based on the patterns and relationships of the information</li> </ul>		
	Feedback:	



# Personal Finance, Unit 4: Stock Market Analysis

Fail	Pass	Pass with Distinction
	<p><b>Analyzing--Company Information</b> I can identify relationships between different pieces of information/data/evidence, using multiple sources of information about the company's history and business model, to draw meaningful conclusions, verify generalizations, and/or create workable solutions that are well-supported.</p>	
	<p><b>Analyzing--One Year Graph</b> I can purposefully and thoughtfully combine information about the stock's significant one-year increases and decreases. I can make inferences based on the patterns <i>and</i> draw meaningful conclusions as to whether or not the trend was an isolated occurrence or will have long-term repercussions.</p>	
	<p><b>Analyzing--Key Indicators</b> I can purposefully and thoughtfully examine, assess, interpret or evaluate data on the key indicators (EPS, PE, 52week, market cap, revenue growth) and make inferences and draw meaningful conclusions about what I tell an investor and how it impacts an investment decision.</p>	
	<p><b>Analyzing--Current news</b> I can identify relationships between different pieces of information/data/evidence, using multiple sources of information to draw meaningful conclusions and identify patterns about the short term and long-term impact on the company and the stock.</p>	

# Break-out Rubric: Citizenship

Global Thinking	1 Limited	2 Emerging	3 Present (MPS Standard)	4 Complex
<p align="center"><b>Citizenship</b></p> <p>Identify, analyze and contribute to critical issues in society in an ethical and responsible manner.</p>	<p>I showed an understanding of an issue only when it was pointed out to me. I did not develop ideas for how to solve it with information from all the stakeholders within my communities.</p>	<p>With my teacher's support, I identified an issue in society. I began to develop a solution for that issue, but demonstrated a superficial understanding of the concerns of various stakeholders within my communities.</p>	<p>I identified an issue and then developed a response that incorporates understandings from a diversity of perspectives, backgrounds, and cultures. My response acknowledged the impact of decisions on present and future generations and sought shared gains within my [self/family/school/town/state/nation/planetary] communities.</p>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"> <li>• Independently identifying (an) underlying systemic/cultural cause(s) of an issue</li> <li>• Synthesizing seemingly contrasting perspectives.</li> <li>• Developing a plan to transform a community in my life.</li> </ul>

# Grade 1 Social Studies, Unit 1: My Rules and My School Community

<p><u>Citizenship</u></p> <p>Students will be able to identify and contribute to critical issues in society in an ethical and responsible manner.</p>	<p>Student does not attempt to present a RULE.</p>	<p>Student attempts to identify a RULE but the rule may not be appropriate or important for the cafeteria community.</p>	<p>Student is able to identify an appropriate RULE and share why it is important.</p>	<p>Student is able to identify an appropriate RULE to solve the problem, drawing from the rules of their classroom and share <b>multiple reasons</b> why it is important for students to follow this rule.</p>
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# Grade 7 Science, Unit 2: Ecology and Human Impact

	purpose			
Citizenship	Student develops more than one solution to decrease the amount of human impact causing eutrophication and that takes into account the possible effects on various stakeholders. Student proposes a plan of action in a responsible manner and take an active leadership role.	Student develops one solution to decrease the amount of human impact causing eutrophication. Student proposes a plan of action in a responsible manner.	Student begins to develop a solution for to decrease the amount of human impact causing eutrophication. Student proposes, with teacher support, a reasonable plan of action.	Student identifies the issues, but does not propose a reasonable a plan of action to decrease the amount of human impact causing eutrophication.

# Spanish 4 Honors, Unit 1: Las familias y las comunidades

<p><b>Citizenship</b></p> <p>Identify, analyze and contribute to critical issues in society in an ethical and responsible manner.</p>	<p>I showed an understanding of an issue only when it was pointed out to me. I did not develop ideas for how to solve it with information from all the stakeholders within my communities.</p>	<p>With my teacher's support, I identified an issue in society. I began to develop a solution for that issue, but demonstrated a superficial understanding of the concerns of various stakeholders within my communities.</p>	<p>I identified an issue and then developed a response that incorporates understandings from a diversity of perspectives, backgrounds, and cultures. My response acknowledged the impact of decisions on present and future generations and sought shared gains within my state and local communities.</p>	<p>I fully met the MPS standard with at least one of the following:</p> <ul style="list-style-type: none"><li>• Independently identifying (an) underlying systemic/cultural cause(s) of an issue</li><li>• Synthesizing seemingly contrasting perspectives.</li><li>• Developing a plan to transform a community in my life.</li></ul>
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# Independent Project

Student Selected Capacities (The last one or two will be different for each presenter)

Capacity	Above and Beyond		Needs Improvement
Product Creation		You effectively use a medium to communicate important information.	
Inquiry Or Idea Generation		You pose, pursue, and refine significant questions to deepen understanding about a topic or issue.  You study a problem, need or model to consider limitations and imagine new solutions/transformations.	
Self-Awareness/ Decision Making		You examine current performance critically to identify steps/strategies to persist. You make responsible decisions, based on potential outcomes.	
Self-selected 1 (paste title here)		Paste the description of the capacity here.	
Self-selected 2 (paste title here)		Paste the description of the capacity here.	