Portrait of the Graduate (POG)

Stafford High School Q & A
October 21, 2021

District Mastery-Based Diploma Assessment

CT Graduation Requirements: "(c)Commencing with classes graduating in 2023, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty-five credits, including [...] (6) a one credit mastery-based diploma assessment."
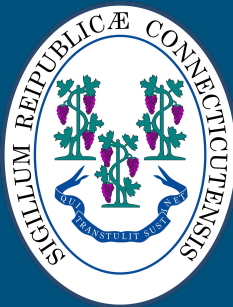
— Public Act No.17-42; Sec. 1(c)(6)

Why Portrait of the Graduate and Mastery-Based Diploma Assessment?

- Connecticut High School Graduation Requirements and the District Mastery-Based Diploma Assessment requirement are a new graduation requirement.

- The State of Connecticut recommends building the assessment around the District's **Portrait of a Graduate** competencies that schools define for **NEASC accreditation**.

- These competencies are the cross-curricular skills and knowledge that every graduate needs to be successful.

- Schools, districts, and communities work together to collaboratively define the essential skills and knowledge all graduates need to live healthy and productive lives.

Stafford High School Graduation Requirements

Classes Graduating in 2023 and Thereafter

Humanities (9 credits)

English .... 4 credits

Social Studies.. 3 credits

- 1 credit must be in U.S. History
- 1 credit must be in World Cultures
- 1 credit must be in Government

Electives (in other Humanities)....................................2 credits

- English, Social Studies, Business, Fine Arts (Music and/or Art)

Science, Technology, Engineering, and Math (STEM) (9 credits)

Mathematics (Alg I, Geom, Alg II)................................3 credits

Science (1 credit in Biology)..3 credits

Electives (other STEM courses that may include......3 credits

- Science, Applied Arts (Technology), Mathematics)

Additional Credits (7 credits)

Health & Safety Education..1 credit

Physical Education & Wellness......................................1 credit

World Languages..1 credit

Electives..3 credits

- Financial Literacy is required - Personal Finance (Humanities); Money Management (Humanities); or Financial Algebra (STEM)

Mastery-Based District Assessment.............................1 credit

Total 25 credits

Accreditation

- New England Association of School and Colleges (NEASC) Accreditation is intended to serve as a framework for schools to meet their own unique goals for student learning while maintaining alignment with research-based Standards for Accreditation that define the characteristics of high quality, effective learning communities.

- Schools must demonstrate alignment with the 2020 Accreditation Standards in order to maintain ongoing accreditation.

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES

NEASC 2020 Standards - POG

School Communities will:

- develop a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success
- ensure the school's core values, beliefs about learning, and vision of the graduate are known and understood by all members of the school community
- ensure the core values, beliefs about learning, and vision of the graduate are actively reflected in the school culture and drive curriculum, instruction, and assessment in every classroom

NEASC 2020 Standards - POG Cont.

The vision of the graduate:

- includes transferable skills defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which target high levels of achievement
- includes knowledge, understandings, and dispositions necessary for future success
- is embedded into curriculum, instruction, and assessment practices

The school has:

- a formal process to assess and communicate individual learner progress toward achieving the school's vision of the graduate
- an annual report on whole-school progress toward learner achievement of the vision of the graduate

Portrait of the Graduate Attributes

Communicator	Collaborator	Creative Innovator	Contributor	Critical Thinker

The Characteristics: What Will Students Be Able To Show and Do?

Communicator	Collaborator	Creative Innovator	Contributor	Critical Thinker
• Effective oral, written, and digital communication skills. • Uses a variety of modalities and tools to express and share ideas. • Engage in active listening and respectful discourse to advance understanding. • Uses interpersonal skills to learn and work with individuals from diverse backgrounds. • Write with precision, clarity, and coherence appropriate to the task and audience.	• Work effectively with others to solve problems and accomplish goals. • Respect and accept diverse perspectives. • Build consensus when making decisions. • Participate in thoughtful discussions. • Seeks and uses constructive feedback to adapt ideas and persist in accomplishing difficult tasks.	• Demonstrates curiosity and creativity through questioning and exploration. • Takes risks and utilizes failure as a learning opportunity. • Applies knowledge to new contexts and across disciplines. • Thinks outside the box by developing original solutions to a problem.	• Actively engages in and takes ownership of learning, school, and extracurricular activities. • Acknowledges global citizenship through understanding diverse perspectives and cultures when considering local, national, and world issues. • Acts responsibly and ethically to benefit the broader community. • Works effectively with people from a range of social and cultural backgrounds.	• Self-reflect and reasons effectively. • Asks meaningful questions. • Strategizes how to apply learned knowledge to new situations. • Evaluates ideas and information sources for validity, relevance, and impact. • Synthesizes information from multiple viewpoints. • Reasons through and weighs evidence to form conclusions. • Reflects and seeks out feedback to review, revise, and refine work.

Critical Thinker • Communicator • Collaborator • Creative Innovator • Contributor •

Portrait of the Graduate - Grading Policy

- Throughout the course of the quarter, teachers will identify activities that assess a student's performance on one or more of the five criteria of the Portrait of the Graduate Rubric
- Using the Portrait of the Graduate Rubric, Teachers will identify an assignment or a portion of an assignment that will evaluate how the students perform on that section of the rubric

Grading Implications and Percentages

Quarterly grades are determined by utilizing the following criteria:

- POG = 20% (Rubric Scoring)
- Summative Assessments = 40%
- Formative Assessments = 30%
- Homework / Completion = 10%

SPS PORTRAIT OF THE GRADUATE:
Mastery-Based Diploma Assessment Rubric

		EXCEEDS STANDARDS 100 95	PROFICIENT 85 75	DEVELOPING 65 60	BELOW STANDARD 50 0
1. CONTRIBUTOR		a. Provides extensive evidence of being an active contributor to the school and community and participates in supplemental learning, school, or extracurricular activities.	a. Is an active contributor to the school community and participates in supplemental learning, school, or extracurricular activities.	a. Displays little evidence of being an active contributor to the school community and participates in supplemental learning, school, or extracurricular activities.	a. Shows no evidence of being an active contributor to the school community and participates in supplemental learning, school, or extracurricular activities.
		b. Provides extensive evidence of working effectively with people from a range of social and cultural backgrounds and makes connections to other organiztions or groups to facilitate communication.	b. Works effectively with people from a range of social and cultural backgrounds.	b. Displays little evidence of working effectively with people from a range of social and cultural backgrounds.	b. Shows no evidence of working effectively with people from a range of social and cultural backgrounds.
		c. Thoroughly acknowledges global citizenship through understanding diverse perspectives and cultures when considering local, national, and world issues.	c. Acknowledges global citizenship through understanding diverse perspectives and cultures when considering local, national, and world issues.	c. Shows litte evidence of acknowledging global citizenship through understanding diverse perspectives and cultures when considering local, national, and world issues.	c. Shows no evidence of acknowledging global citizenship through understanding diverse perspectives and cultures when considering local, national, and world issues.
2. CRITICAL THINKER		a. Displays extensive evidence of evaluating ideas and information accurately for validity.	a. Evaluates ideas and information for validity, relevance and impact with some inaccuracies.	a. Shows some evidence of evaluating ideas and information for validity, relevance and impact. * Numerous inaccuracies reflected in evaluation.	a. Shows no evidence of evaluating ideas and information effectively.
		b. Shows extensive evidence of reasoning through and weighing evidence to form relevant/thought - provoking conclusions.	b. Evidence of sound reasoning through weighing evidence to form conclusions.	b. Shows little evidence of reasoning of sound reasoning through the weighing evidence to form accurate conclusions.	b. Shows no evidence of reasoning reflected.
		c. Shows extensive evidence of synthesizing information from multiple viewpoints.	c. Synthesizing information from multiple viewpoints with minor inaccuracies.	c. Displays little evidence of synthesizing information from multiple viewpoints with minor inaccuracies.	c. Shows no evidence of weighing evidence effectively to form conclusions.
		d. Displays evidence of through reflection and seeking out feedback to review, revise, and refine work.	d. Reflects and seeks out feedback with some revision.	d. Shows some reflection on work with minimal revision to work.	d. Shows no evidence of reflection on work, does not seek feedback and makes no revisions.
		e. Displays considerable evidence of applying learned knowledge to new situations.	e. Strategies how to apply learned knowledge to new situations.	e. Shows little evidence of attempting to strategize how to apply learned knowledge.	e. No attempts made to apply new learning to new situations.

3. COMMUNICATOR	a. Provides extensive evidence of employing interpersonal skills and respectful discourse to work with individuals with various backgrounds.	a. Employs interpersonal skills and respectful discourse to work with individuals with various backgrounds.	a. Little evidence of employing interpersonal skills and respectful discourse to work with individuals with various backgrounds.	a. Shows no evidence of being an active contributor to the school community and participates in supplemental learning, school, or extracurricular activities.
	b. Demonstrates extensive evidence of speaking with a purpose to inform, persuade, or influence the audience while using a variety of modalities and tools to express ideas.	b. Speaks with a purpose to inform, persuade, or influence the audience while using a variety of modalities and tools to express ideas displayed.	b. Little evidence of speaking with a purpose to inform, persuade, or influence the audience while using a variety of modalities and tools to express ideas.	b. Shows no evidence of speaking with a purpose to inform, persuade, or influence the audience while using a variety of modalities and tools to express ideas.
	c. Provides extensive evidence of writing with precision, clarity, coherence appropriate to the task and audience.	c. Writes with precision, clarity, coherence appropriate to the task and audience.	c. Little evidence of writing with precision, clarity, coherence appropriate to the task and audience.	c. Shows no evidence of writing with precision, clarity, coherence appropriate to the task and audience.
4. COLLABORATOR	a. Provides considerable evidence of working effectively with others to solve problems and accomplish goals and build a consensus when making decisions.	a. Works effectively with others to solve problems and accomplish goals.	a. Some evidence of working with others to solve problems and accomplish goals and may not always be effective.	a. Shows no evidence of working with others to solve problems and accomplish goals.
	b. Provides considerable evidence of participating in thoughtful discussions and seeks out and accepts diverse perspectives.	b. Participates in thoughtful discussions and accepts diverse perspectives.	b. Some evidence of participating in thoughtful discussions and sometimes accepts diverse perspectives.	b. Shows no evidence of participating in discussions and/or unaccepting to diverse perspectives.
	c. Provides considerable evidence of seeking out and utilizing constructive feedback to adapt ideas and persist in accomplishing difficult tasks.	c. Uses constructive feedback when provided to adapt ideas and accomplish goals.	c. Some evidence of utilizing constructive feedback when provided to adapt ideas and accomplish goals.	c. Shows no evidence of utilizing constructive feedback when provided to adapt ideas and accomplish goals.
5. CREATIVE INNOVATOR	a. Thoroughly demonstrates curiosity and creativity through questioning and exploration.	a. Demonstrates curiosity and creativity through questioning and exploration.	a. Some evidence of demonstrating curiosity and creativity through questioning and exploration.	a. Shows no evidence of demonstrating curiosity and creativity through questioning and exploration.
	b. Provides extensive evidence of taking risks and utilizing failure as a learning opportunity.	b. Takes academic risks and utilizing failure as a learning opportunity.	b. Displays some evidence of taking risks and utilizing failure as a learning opportunity.	b. Shows no evidence of taking risks and utilizing failure as a learning opportunity.
	c. Thoroughly demonstrates the application of knowledge to new contexts and across disciplines.	c. Applies knowledge to new contexts and across disciplines.	c. Some evidence of applying knowledge to new contexts and across disciplines.	c. Shows no evidence of applying knowledge to new contexts and across disciplines.
	d. Provides extensive evidence of thinking divergently by developing original solutions to a problem.	d. Thinks divergently by developing original solutions to a problem.	d. Shows some evidence of thinking divergently by developing original solutions to a problem.	d. Shows no evidence of thinking divergently by developing original solutions to a problem.

Questions?