

## Conway Graduate Profile

### 1. Prepared and Resilient Learner

- Demonstrates knowledge of content skills and standards
- Apply content knowledge to real world contexts and in interdisciplinary ways
- Reflects on successes and challenges, and makes appropriate adjustments in order to meet academic, personal and professional goals
- Employs organizational and project management skills to achieve academic, personal and professional growth
- Sets personal goals for transition readiness, explores post-secondary options and takes actionable steps towards realizing both

### 2. Globally and Culturally Competent Citizen

- Explores community and global issues from the perspectives of those most impacted and creates actionable solutions
- Employs democratic processes to come to decisions and solutions
- Compassionate and empathetic toward others
- Promotes a sense of belonging for others
- Respects different cultures, perspectives and beliefs

### 3. Emerging Innovator

- Employs a sense of curiosity and inquiry; seeks to learn
- Asks questions to extend, challenge and clarify the thinking of self and others
- Applies a design process (e.g. research, ideation, modeling, prototyping and testing) to create new solutions, products and processes
- Uses relevant information and feedback to continually improve solutions, products and processes
- Takes appropriate risks, and makes adjustments based on successes and failures

### 4. Effective Communicator

- Uses appropriate conventions and evidence to convey ideas clearly in writing, verbally, digitally and visually
- Adapts message to purpose and needs of the audience
- Uses discipline-specific writing conventions, formats and vocabulary to communicate ideas
- Uses technology effectively and responsibly

### 5. Productive Collaborator

- Works effectively with diverse groups to accomplish a common goal
- Gives and receives meaningful feedback
- Assumes personal responsibility for team outcomes
- Actively listens to understand others' ideas and perspectives

### 6. Personal Responsibility

- Demonstrates respect for self and others
- Accepts accountability for choices and outcomes
- Displays leadership qualities in both school and community
- Exhibits self-control in all situations
- Perseveres through challenges and identifies opportunities to self-advocate

## TERMS TO KNOW

**Graduate Profile:** A document outlining the knowledge and skills most essential for the success of our students.

**JCPS Backpack:** A virtual space, or platform, where students will collect evidence of their JCPS Graduate Profile Success Skill development.

**Defense:** A presentation during which students discuss and show their readiness to transition using evidence from their JCPS digital **Backpacks**. Specific evidence is required for all students as part of the **Prepared and Resilient Learner** category. Schools determine how defenses are structured to include the remaining four Success Skills. See chart below for details.

TIGHT: DISTRICT ESSENTIALS	LOOSE: SCHOOL CUSTOMIZATION
All schools use the JCPS graduate profile.	Schools may choose to add a signature item representing a sixth Success Skill.
Every teacher designs learning experiences resulting in high quality evidence of Success Skills each year for every student.	<p>Students strengths, interests, initiative, choices and relationships are used as assets in the design.</p> <p>Teachers may co-design experiences with students, community partners, teachers or others.</p> <p>The evidence of learning is owned by learners and the school community to ensure authenticity and day-to-day learning experiences.</p> <p>Schools should create and implement an ongoing process for formatively reviewing digital backpacks ensuring preparation is not left to the defense years.</p>
<p>Each student will add evidence of each Success Skill to their digital backpack each year.</p> <p>Student backpack evidence should also reflect knowledge and application of science, social studies, practical living and the arts in addition to literacy and numeracy.</p> <p>Student backpack evidence should reflect on-going revision and growth.</p>	<p>Students ultimately decide which evidence best represents each of the five Success Skills.</p> <p>An artifact may be used for more than one Success Skill or more than one content area.</p>
Each student will present his/her progress toward the five Success Skills to demonstrate readiness to transition to middle school, high school and a successful post-secondary path in	Schools determine when defenses take place in the transition years.

<p>the form of a defense.</p> <p>This means each student will complete at least THREE transition ready defenses during his/her K-12 journey.</p>	
<p>Student defenses must include the following:</p> <ul style="list-style-type: none"> <li>• As evidence of being a <b>Prepared and Resilient Learner</b>: <ol style="list-style-type: none"> <li>1. RIT and/or ACT/SAT scores for both reading and math</li> <li>2. Student generated goals and a thoughtful reflection specific to improving RIT and/or ACT/SAT scores.*</li> <li>3. At least one artifact for both literacy and numeracy demonstrating command of 5<sup>th</sup>, 8<sup>th</sup> or 12<sup>th</sup> grade ELA/MA standards.</li> </ol> </li> <li>• Student defenses must also include evidence and reflection for Success Skills in addition to Prepared and Resilient Learner.</li> <li>• Senior year/Graduation defenses must include, in addition to the items specified above, a post-secondary plan indicating the student is developing a viable post-secondary path. Evidence should include the following: <ol style="list-style-type: none"> <li>1. College, military, specialized training or job application and/or acceptance letter</li> <li>2. Scholarship application and/or award letters</li> <li>3. Record of internship/s and/or apprenticeships</li> <li>4. Other evidence of post-secondary exploration, readiness and preparedness.</li> </ol> </li> </ul> <p>The goal of the post-secondary plan is to ensure every student graduates with at least one viable option in place for a successful</p>	<p>Schools should determine the contents of defenses in addition to the requirements at left.</p> <p>Schools determine structure and schedule for defenses.</p> <p>Schools determine how the remaining four Success Skills are represented and discussed during the defense.</p> <p><b>OPTIONS TO CONSIDER:</b> You can find a defense, or Presentation of Learning, toolkit <a href="#">here</a>. You can also find several short but very helpful videos <a href="#">here</a>. However, these are only examples and are not the only possibilities.</p>

post-secondary transition and next step. It is important that students can actually show concrete evidence of a plan.	
Transition readiness is determined holistically for each student and should not be determined by a single artifact, data point or a single defense. All information about a student must be considered. This includes the digital collection of evidence representing Success Skills in a student's backpack, the defense as well as any other important information indicative of a student's readiness for a successful transition.	Schools should determine how students will be supported in preparing for successful defenses.
Schools should create a clear rubric for determining transition readiness.	Schools design the process for allowing students to repeat defenses as necessary. The goal is success.

### MAP Norms and ACT/SAT equivalents

#### MATHEMATICS

Grade level	RIT norm (spring)	ACT <sub>&gt;22</sub> (RIT indicator)	ACT <sub>&gt;24</sub> (RIT indicator)	SAT <sub>&gt;530</sub>
<b>K</b>	<b>159.1</b>			
<b>1</b>	<b>180.8</b>			
<b>2</b>	<b>192.1</b>			
<b>3</b>	<b>203.4</b>			
<b>4</b>	<b>213.5</b>			
<b>5</b>	<b>221.4</b>	<b>226</b>	<b>230</b>	<b>225</b>
<b>6</b>	<b>225.3</b>	<b>232</b>	<b>237</b>	<b>232</b>
<b>7</b>	<b>228.6</b>	<b>238</b>	<b>243</b>	<b>237</b>
<b>8</b>	<b>230.9</b>	<b>243</b>	<b>248</b>	<b>241</b>
<b>9</b>	<b>233.4</b>	<b>246</b>	<b>252</b>	<b>243</b>

<b>10</b>	<b>232.4</b>	<b>249</b>	<b>255</b>	<b>244</b>
<b>11</b>	<b>235.0</b>			
<b>12</b>				

**READING**

<b>Grade level</b>	<b>RIT norm (spring)</b>	<b>ACT&gt;22 (RIT indicator)</b>	<b>ACT&gt;24 (RIT indicator)</b>	<b>SAT&gt;530</b>
<b>K</b>	<b>158.1</b>			
<b>1</b>	<b>177.5</b>			
<b>2</b>	<b>188.7</b>			
<b>3</b>	<b>198.6</b>			
<b>4</b>	<b>205.9</b>			
<b>5</b>	<b>211.8</b>	<b>215</b>	<b>218</b>	<b>209</b>
<b>6</b>	<b>215.8</b>	<b>220</b>	<b>223</b>	<b>214</b>
<b>7</b>	<b>218.2</b>	<b>224</b>	<b>227</b>	<b>218</b>
<b>8</b>	<b>220.1</b>	<b>227</b>	<b>230</b>	<b>220</b>
<b>9</b>	<b>221.9</b>	<b>230</b>	<b>233</b>	<b>222</b>
<b>10</b>	<b>221.2</b>	<b>232</b>	<b>236</b>	<b>223</b>
<b>11</b>	<b>222.3</b>			
<b>12</b>				