JCPS Graduate Profile

1. **Prepared and Resilient Learner**
   - Demonstrates knowledge of content skills and standards
   - Applies 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

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.	Students strengths, interests, initiative, choices and relationships are used as assets in the design. Teachers may co-design experiences with students, community partners, teachers or others. The evidence of learning is owned by learners and the school community to ensure authenticity and day-to-day learning experiences. Schools should create and implement an ongoing process for formatively reviewing digital backpacks ensuring preparation is not left to the defense years.
Each student will add evidence of each Success Skill to their digital backpack each year. Student backpack evidence should also reflect knowledge and application of science, social studies, practical living and the arts in addition to literacy and numeracy. Student backpack evidence should reflect on-going revision and growth.	Students ultimately decide which evidence best represents each of the five Success Skills. An artifact may be used for more than one Success Skill or more than one content area.
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 the form of a defense. This means each student will complete at least THREE transition ready defenses during his/her K-12 journey.	Schools determine when defenses take place in the transition years.
Student defenses must include the following: ☐ As evidence of being a **Prepared and Resilient Learner:** 1. RIT and/or ACT/SAT scores for both reading and math 2. Student generated goals and a thoughtful reflection specific to improving RIT and/or ACT/SAT scores.* 3. At least one artifact for both	Schools should determine the contents of defenses in addition to the requirements at left. Schools determine structure and schedule for defenses.

literacy and numeracy demonstrating command of 5th, 8th or 12th grade ELA/MA standards.	
☐ Student defenses must also include evidence and reflection for Success Skills in addition to Prepared and Resilient Learner. ☐ 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: 1. College, military, specialized training or job application and/or acceptance letter 2. Scholarship application and/or award letters 3. Record of internship/s and/or apprenticeships 4. Other evidence of post-secondary exploration, readiness and preparedness. The goal of the post-secondary plan is to ensure every student graduates with at least one viable option in place for a successful post-secondary transition and next step. It is important that students can actually show concrete evidence of a plan.	Schools determine how the remaining four Success Skills are represented and discussed during the defense. **OPTIONS TO CONSIDER:** You can find a defense, or Presentation of Learning, toolkit here. You can also find several short but very helpful videos here. However, these are only examples and are not the only possibilities.
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≥22 (RIT indicator)	ACT≥24 (RIT indicator)	SAT≥530
K	159.1			
1	180.8			
2	192.1			
3	203.4			
4	213.5			
5	221.4	226	230	225
6	225.3	232	237	232
7	228.6	238	243	237
8	230.9	243	248	241
9	233.4	246	252	243
10	232.4	249	255	244
11	235.0			
12				

READING

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