



**PORTRAIT  
OF A  
GRADUATE**  
GRADES 6-8 INDICATORS



# SKILLED COMMUNICATOR 6-8

## HPS Portrait of a Graduate Rubric

Indicator	Beginning	Approaching	Meeting	Exceeding
<p><b>Planning (SC.1)</b></p> <p><i>Plans communication of information in ways that are specific to the intended purpose and audience</i></p>	<p>I can complete a task but I need help showing evidence of planning for a specific audience or purpose.</p>	<p>I can incorporate evidence and plan for a specific audience.</p>	<p>I can plan materials that incorporate facts and evidence for a specific purpose and audience .</p>	<p>I can plan materials that incorporate facts and evidence for a specific purpose and audience .</p> <p>I can help my audience understand my topic by incorporating background information and other evidence</p>
<p><b>Expression of Ideas (SC.2)</b></p> <p><i>Communicates information with clarity</i></p>	<p>I have great ideas but need help communicating them clearly with my words or my body language.</p>	<p>I can communicate my thoughts and ideas clearly some of the time.</p> <p>I can communicate appropriately with my body language some of the time.</p>	<p>I can express my thoughts clearly both verbally and non verbally most of the time</p> <p>I can maintain eye contact when communicating.</p>	<p>I can maintaining eye contact and effective body language as I clearly communicate my ideas</p>
<p><b>Creativity &amp; Thoughtfulness (SC.3)</b></p> <p><i>Uses media/technology to communicate ideas that reflect critical thinking</i></p>	<p>I can use media and technology but need help when it distracts me.</p> <p>When I present, I need help focusing my ideas.</p>	<p>I can maintain my focus and effectively use media to communicate my ideas.</p> <p>I can create a final product that conveys my ideas, but may not be as engaging or creative as it could be.</p>	<p>I can use media in interesting ways.</p> <p>My final product is balanced, focused, and easy to follow.</p>	<p>I can use media in creative and innovative ways .</p> <p>My final product is engaging, unique, and compels the audience's attention.</p>



# SKILLED COMMUNICATOR 6-8 *CONTINUED*

*HPS Portrait of a Graduate Rubric*

Indicator	Beginning	Approaching	Meeting	Exceeding
<p><b>Active Listening (SC.4)</b></p> <p><i>Actively listens to better understand another person's point of view</i></p>	<p>I can have a conversation with others, but shut down when I am presented with different viewpoints.</p> <p>My body language does not reflect a willingness listen to others.</p>	<p>I am open to other points of view and my body language conveys a willingness to listen.</p>	<p>I can actively listen to others and maintain encouraging eye contact.</p> <p>I can demonstrate my openness to different points of view by asking surface level questions that attempt to move the conversation forward.</p>	<p>I can actively listen while maintaining eye contact, body language, and by not interrupting while others are speaking.</p> <p>I can demonstrate my openness and curiosity about the others point of view by asking rich/deep questions to further our conversation.</p>
<p><b>Respectful Participation (SC.5)</b></p> <p><i>Encourages cooperative discussions and respectfully responds to other people's diverse point of view</i></p>	<p>I can have opinions during conversations/presentations, but I tend to judge others and to not acknowledge the speaker's ideas if they are different than my own.</p>	<p>I can listen to diverse perspectives but may not show interest or respect the speaker's view point.</p> <p>I can restate the ideas of the speaker.</p>	<p>I can accept that others have different viewpoints by expressing respect for the speaker's position.</p> <p>I can restate the speaker's ideas before responding with my own.</p>	<p>I can accept and learn from different viewpoints.</p> <p>I can check my own judgments by restating the speaker's ideas before I respond with my own.</p>



# TEAM PLAYER 6-8

*HPS Portrait of a Graduate Rubric*

Indicator	Beginning	Approaching	Meeting	Exceeding
<p><b>Cooperation (TP.1)</b></p> <p><i>Works together with different groups and considers other points of view.</i></p>	<p>I can sometimes be disrespectful of others while listening to different points of view and have difficulty building relationships.</p>	<p>I can work with different groups and sometimes resolve conflicts or challenges within the group through discussion.</p> <p>I can work with peers understanding that there will be different points of view.</p>	<p>I can work with different groups to resolve conflicts or challenges within the group through discussion.</p> <p>I can work with others showing respect for the different points of view and learn from others.</p>	<p>I can work with different groups, always improving group productivity by compromising and having a positive attitude with my words and actions.</p> <p>I can create a fun working environment by encouraging different points of view, while also learning from others and adding to the learning of others.</p>
<p><b>Awareness (TP.2)</b></p> <p><i>Shows awareness of other people's emotions and points of view.</i></p>	<p>I can identify that people work differently but need help to see the value of other group members' work.</p>	<p>I can sometimes show awareness of different opinions of others and acknowledge their work but it doesn't improve the group's product as a whole.</p>	<p>I can always show awareness of different opinions and sometimes connect individual work with the work of others that slightly improves the group's product.</p>	<p>I can actively show respect for ideas and opinions of other group members and fully connect individual work with the work of others that significantly improves the group's product.</p>



# TEAM PLAYER 6-8 CONTINUED

## HPS Portrait of a Graduate Rubric

Indicator	Beginning	Approaching	Meeting	Exceeding
<p><b>Facilitation (TP.3)</b></p> <p><i>Use the right strategy to complete work as a group.</i></p>	<p>I can complete work with an assigned role but often misunderstand the relevance of the group's work.</p>	<p>I can show a limited understanding of the extent and relevance of the team's work and define results for the assigned roles and group members in an action plan.</p>	<p>I can show a clear understanding of the extent and relevance of the team's work; clearly describing the roles of all team members.</p> <p>I can make decisions together as a group and follow an action plan and follow a timeline.</p>	<p>I can show an impressive ability to understand and take in each role on the team; see and verbalize which team member is best matched for each role.</p> <p>I can create an action plan that shows the strengths of the team and follows the timeline.</p>
<p><b>Resourcefulness (TP.4)</b></p> <p><i>Asks and discovers useful things and helpful information to improve work.</i></p>	<p>I can ask for help to figure out a solution but often wait for work to be improved by others.</p>	<p>I can use technologies to complete assigned tasks but ask for help from non-experts to figure out solutions without trying to improve the work.</p>	<p>I can find new technologies and resources to work with others and look for some descriptive information from expert sources.</p>	<p>I can find a variety of new technologies and resources to work well with others and look for helpful and descriptive information from peers, teachers, and experts.</p>
<p><b>Responsiveness (TP.5)</b></p> <p><i>Resolves conflicts productively and respectfully.</i></p>	<p>I rarely engage in finding solutions to a conflict.</p>	<p>I can understand my responsibility in recognizing that finding a solution to a conflict is needed, but I need help looking for a positive solution.</p>	<p>I can understand my responsibility in solving the conflict and can listen to and understand the conflict before looking for a positive solution.</p>	<p>I can completely understand my responsibility in solving the conflict and can listen to and understand the conflict before looking for a positive solution and can help settle differences of opinion.</p>



# PROBLEM SOLVER 6-8

## HPS Portrait of a Graduate Rubric

Indicator	Beginning	Approaching	Meeting	Exceeding
<p><b>Prior Knowledge (PS.1)</b></p> <p><i>Uses prior knowledge to create meaningful questions.</i></p>	I can use personal experiences to create a basic question but it is not meaningful to the topic.	I can use personal experiences to create questions that support a viewpoint but may not be meaningful to the topic.	I can use personal experiences or evidence from 2 sources to create meaningful questions that show different viewpoints.	I can use personal experiences or evidence from 3 sources to create meaningful questions that lead to new viewpoints.
<p><b>Evidence (PS.2)</b></p> <p><i>Finds different kinds of evidence, examine and question the accuracy of the information.</i></p>	<p>I can identify evidence but it does not represent the topic.</p> <p>I need help choosing evidence that is unbiased.</p>	I can identify one piece of evidence that shows one opinion about the topic but still need help to avoid bias.	I can identify two pieces of evidence that show multiple points of view about the topic. I can analyze the evidence for bias.	I can identify multiple pieces of evidence that show multiple points of view about the topic and analyze for relevance, bias, and accuracy.
<p><b>Planning Solutions (PS.3)</b></p> <p><i>Puts in order of importance solutions that develop an action plan to achieve short- and long-term goals.</i></p>	I can begin to gather solutions to a problem but do need help developing an action plan.	I can begin to gather solutions to a problem and develop an action plan with steps to achieve short- and long-term goals.	I can suggest solutions to a problem and develop an action plan with multiple steps to achieve short- and long-term goals.	I can put solutions in order of importance to a problem and develop an action plan with multiple steps to achieve short- and long-term goals.



# PROBLEM SOLVER 6-8 CONTINUED

## HPS Portrait of a Graduate Rubric

Indicator	Beginning	Approaching	Meeting	Exceeding
<p><b>Implementing Action Plan (PS.4)</b></p> <p><i>Applies background and new knowledge to solve a problem within a topic and create a good effect in the community.</i></p>	<p>I can identify the resources around me that will support me, but I need help utilizing those resources.</p>	<p>I can begin to put into use the developed action for a solution and use some community resources to put into use solutions that may not have a good effect in the community.</p>	<p>I can partially put into use the developed action plan for a solution and use some community resources to put into use solutions that may not have a good effect in the community.</p>	<p>I can fully put into use the developed action plan for a solution and use some community resources to put into use solutions that may not have a good effect in the community.</p>
<p><b>Evaluating Impact (PS.5)</b></p> <p><i>Revisits the problem solving process and applies helpful information to constantly develop more good solutions.</i></p>	<p>I can recognize when helpful and critical information is given, but I have trouble hearing it or using it to make a better action plan.</p>	<p>I can listen to helpful and critical information.</p> <p>I can apply helpful information from one source to make a better action plan even though it may not be more impactful.</p>	<p>I can see personal and practical struggles throughout the problem solving process and listen to helpful and critical information.</p> <p>I can apply helpful information from a couple of sources to make a better action plan with more impactful solutions.</p>	<p>I can see personal and practical struggles throughout the problem solving process and use helpful and critical information.</p> <p>I can apply helpful information from multiple sources to make a better action plan with more impactful solutions.</p>



# INFORMED AND ENGAGED CITIZEN 6-8

*HPS Portrait of a Graduate Rubric*

Indicator	Beginning	Approaching	Meeting	Exceeding
<p><b>Informed Behavior (IAE.1)</b></p> <p><i>Shows an informed role in the school and community.</i></p>	I can recognize that unfair treatment exists and happens but I need help addressing it.	I can recognize unfair treatment that exists at school, in the community and the world.	I can join groups to recognize and deal with unfair treatment that exists at school, in the community and the world.	I can help others recognize and deal with the unfair treatment that exists at school, in the community and the world.
<p><b>Acceptance (IAE.2)</b></p> <p><i>Openly accept different cultures while rejecting things that are unfair.</i></p>	I can recognize that unfair treatment exists and happens, but need help coming up with a solution.	I can learn to recognize ways that I am adding to unfair treatment and support students that are different.	I am responsible for adding to unfair treatment and openly support students, staff and community who are different through groups and organizations.	I am responsible for adding to unfair treatment and lead support groups for students, staff and community.
<p><b>Action (IAE.3)</b></p> <p><i>Positively adds to the school and broader community.</i></p>	I am not aware of resources that are available for the improvement of the school.	I know what resources are available for the improvement of the school and community.	I can recruit people and utilize resources, and policies for the improvement of the school or the community.	I can teach others to use people, resources, and policies for the improvement of the school and community.



# INFORMED AND ENGAGED CITIZEN 6-8 CONTINUED

*HPS Portrait of a Graduate Rubric*

Indicator	Beginning	Approaching	Meeting	Exceeding
<p><b>Self-Regulation (IAE.4)</b></p> <p><i>Positively adds to the school and broader community.</i></p>	<p>I need help continuing something that is challenging or asking for help to achieve goals.</p>	<p>I can continue something that is challenging with help from a friend and adult to make a goal and a deadline to finish the goal.</p>	<p>I can continue something that is challenging with help from a group of friends to reach goals by a deadline.</p>	<p>I can continue something challenging to reach goals before the deadline and help friends to reach their goals.</p>
<p><b>Digital Presence (IAE.5)</b></p> <p><i>Uses Technology to make a respectful online identity.</i></p>	<p>I can create an online presence but I need help being authentic.</p>	<p>I can create an online presence that shows my beliefs and purpose with help and sometimes create informed posts.</p>	<p>I can create an online presence that shows my beliefs and join groups that create informed posts across digital media.</p>	<p>I can teach others how to create an online presence that shows them how to present beliefs and lead others to informed posts across digital media.</p>



# INNOVATIVE THINKER 6-8

*HPS Portrait of a Graduate Rubric*

Indicator	Beginning	Approaching	Meeting	Exceeding
<p><b>Defines Creative Challenge (IT.1)</b></p> <p><b>Uses Innovative and original thinking when addressing problems, investigations or challenges</b></p>	<p>I need help to identify a creative flaw in an existing situation, organization, or structure.</p>	<p>I can identify a creative flaw in an existing situation, organization, or structure but need help with coming up with an innovative solution</p>	<p>I can identify a creative flaw in an existing situation, organization, or structure and develop a partial innovative solution.</p>	<p>I can identify a creative flaw in an existing situation, organization, or structure and develop up a complete innovative solution</p> <p>I can present the results of proposed improvements to a wide variety of audiences.</p>
<p><b>Generates Ideas (IT.2)</b></p> <p><b>Propose viable Innovations and analyze their Usefulness in solving a problem</b></p>	<p>I need help to propose a new idea that solves a problem.</p>	<p>I can propose at least one new idea to address the identified problem.</p> <p>I can provide at least one piece of evidence to show that the idea solves the identified problem</p>	<p>I can propose at least two new ideas to address the identified problem.</p> <p>I can explain the feasibility of the proposed ideas and provide more than one piece of evidence to show that the idea solves the identified problem.</p>	<p>I can propose three or more new ideas to address the identified problem.</p> <p>I can express the feasibility of the proposed ideas and provide evidence to show that each idea solves the identified problem.</p>



# INNOVATIVE THINKER 6-8 *CONTINUED*

## *HPS Portrait of a Graduate Rubric*

Indicator	Beginning	Approaching	Meeting	Exceeding
<p><b>Contextualization</b></p> <p><b>(IT.3)</b></p> <p><i>Places ideas within the larger context of real issues</i></p>	<p>I need more curiosity and imagination to come up with new ideas and more tenacity to challenge existing ideas.</p> <p>I need more clarification in understanding issues within a larger context</p>	<p>I can show some curiosity and imagination when exploring new ideas.</p> <p>I can describe to some extent how an issue fits within a larger context.</p>	<p>I show a lot of curiosity and imagination when exploring new ideas.</p> <p>I am very tenacious in challenging existing ideas.</p> <p>I can describe clearly how an issue fits within a larger context</p>	<p>I can apply an idea to different situations.</p> <p>I can identify which idea works best in any given situation and why.</p> <p>I can describe in many forms how an issue fits within a larger context.</p>
<p><b>Persistence through Failure (IT.4)</b></p> <p><i>Tries something new and Never Gives Up.</i></p>	<p>I need help thinking about new ideas and ways of doing things.</p> <p>I need to be persistent when my idea does not work.</p> <p>I need help accepting constructive criticism.</p>	<p>I accept new ideas and ways of doing things without questioning them.</p> <p>I accept constructive criticism and use it as a learning opportunity with some help.</p>	<p>I accept new ideas and ways of doing things and question each idea and the solution it provides.</p> <p>I accept failures and constructive criticisms as learning opportunities to do better.</p>	<p>I always challenge new ideas and ways of doing things and the solution they provide despite failures and constructive criticisms.</p>



# INNOVATIVE THINKER 6-8 *CONTINUED*

## *HPS Portrait of a Graduate Rubric*

Indicator	Beginning	Approaching	Meeting	Exceeding
<b>Idea Redesign (IT.5)</b>	I need help to develop and refine my ideas to get better results.	I often develop and refine my ideas to get better results.	I always develop and refine my ideas to get better results.	I go above and beyond all the time to develop and refine my ideas to get better results.
<b><i>Continuously Develops and Refines ideas to improve outcomes</i></b>	I need help supporting the reasoning for my ideas and how it will improve the result.	I support my ideas with evidence-based reasoning but need help explaining how they improve the result.	I support my ideas with evidence-based reasoning and provide explanations showing how they improve the results.	I always support my new ideas with evidence-based reasoning and describe how each change in the ideas improves the results.

## Research and Resources

<https://schools.utah.gov/file/4b9d1341-ddaa-47bc-8052-f029e794d513>

<https://www.thomastonschools.org/theme/files/Curriculum/Final%20Copy%20Portrait%20of%20a%20Graduate%20.pdf>

<https://knowledgeworks.org/resources/align-student-month-portrait-graduate-transparency/>

<https://pike.k12.ga.us/portrait-of-a-graduate-rubrics/>

[http://www.stafford.k12.ct.us/district\\_information/portrait\\_of\\_the\\_graduate/creative\\_innovator](http://www.stafford.k12.ct.us/district_information/portrait_of_the_graduate/creative_innovator)