



## Stafford Public Schools

### Portrait of the Graduate Framework--Grade Level Expectations



#### **Communicator:**

The Stafford Public School's Learner will:

- Develop effective oral, written, and digital communication skills.
- Use a variety of modalities and tools to express and share ideas.
- Engage in active listening and respectful discourse to advance understanding.
- Use interpersonal skills to learn and work with individuals from diverse backgrounds.
- Write with precision, clarity, and coherence appropriate to the task and audience.

#### **By the end of Grade 5, students will...**

- Articulate ideas to communicate clearly through an authentic product (written/digital/visual), reflecting purpose and audience.
- Initiate student-led respectful discourse with individual and group reflection to influence their work
- Participate actively, listening, and demonstrating the ability to adjust their thinking when new ideas emerge
- Communicate clearly and respectfully with diverse teams
- Engage in conversation while demonstrating in whole-body listening
- Demonstrate appropriate digital responsibilities while participating in telecommunications

#### **By the end of Grade 12, students will....**

- Select appropriate means of communication for purpose of conversation/discourse
- Engage in respectful discourse when faced with opposing points of view
- Collaborate to work out problems with diverse personalities
- Demonstrate effective interview skills
- Engage in conversation with eye contact
- Utilize technology to fit specific communication needs
- Utilize phones to verbally introduce yourself and hold a conversation (conversational etiquette)
- Utilize appropriate greeting, body and closure with all written communications



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### Collaborator:

The Stafford Public School's Learner will:

- Work effectively with others to solve problems and accomplish goals.
- Respect and accept diverse perspectives.
- Build consensus when making decisions.
- Participate in thoughtful discussions.
- Seek and use constructive feedback to adapt ideas and persist in accomplishing difficult tasks.

### By the end of Grade 5, students will...

- Listen to and value the contributions of others
- Demonstrate comfort with and understand working with others to be an academic "risk-taker"
- Actively engage/participate in discussions to develop understanding and acceptance of diverse ideas
- Play an active role in a group and offer quality contributions to a shared task or goal based on established norms
- Demonstrate flexibility to change ideas or opinions based on feedback and information within a scoring rubric

### By the end of Grade 12, students will...

- Engage in active listening
- Understand and respect the various roles within group discussions (norms)
- Take risks to solve problems with confidence and learn from failures
- Work within the community and beyond and accept diverse perspectives
- Work collaboratively to solve problems and accomplish goals
- Incorporate external feedback and research to improve practice



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### **Creative Innovator:**

The Stafford Public School's Learner will:

- Demonstrate curiosity and creativity through questioning and exploration.
- Take risks and view failure as an opportunity to learn.
- Apply knowledge to new contexts and across disciplines.
- Think outside the box by developing original solutions to a problem.

#### **By the end of Grade 5, students will...**

- Solving challenges and creating solutions to improve the world around them
- Recognize, identify, and transfer cross-curricular learning connections to other elements of the school day (ie. math, literacy, science/social studies, social-emotional learning, specials, recess)
- Produce authentic work through personal experiences/connections

#### **By the end of Grade 12, students will...**

- Be able to find original solutions to real world problems
- Demonstrate versatility in finding solutions across disciplines
- Apply individual interests to personalize learning



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### Contributor:

The Stafford Public School's Learner will:

- Actively engage in and take ownership of learning, school, and extracurricular activities.
- Act responsibly and ethically to benefit the broader community.
- Work effectively with people from a range of social and cultural backgrounds.

### By the end of Grade 5, students will...

- Demonstrate an awareness and ability to build relationships with people from varying social and cultural backgrounds
- Recognize that their online participation leaves a digital footprint
- Engage and maintain a respectful and appropriate two-way communication (asking and answering)
- Asking appropriate questions to deepen understanding, clarify instructions, and enhance student-led conversation
- Transfer social competencies into the broader community
- Participating actively in all facets of their school experience
- Utilizing flexible thinking and apply social competencies to cope with change
- Recognizing, celebrating, and learning from the success of others

### By the end of Grade 12, students will...

- Value and demonstrate an understanding of global citizenship and cultural understanding
- Demonstrate a moral compass and consistent pattern of ethical, responsible decision making
- Ask appropriate questions to understand all perspectives (sensitivity and tact)
- Understand the importance of putting community before self
- Make decisions to benefit those around you



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### Critical Thinker:

The Stafford Public School's Learner will:

- Self-reflect and reason effectively.
- Ask meaningful questions.
- Strategize how to apply learned knowledge to new situations.
- Evaluate ideas and information sources for validity, relevance, and impact.
- Synthesize information from multiple viewpoints.
- Reason through and weighs evidence to form conclusions.
- Reflect and seek out feedback to review, revise, and refine work.

### By the end of Grade 5, students will...

- Ask engaging questions that deepen understandings, awareness and new knowledge
- Activate background knowledge to situations that are encountered in real-world contexts
- Giving specific, constructive, feedback that permits improvements when necessary
- Consider and acknowledge other viewpoints
- Support thinking with evidence and facts
- Evaluate parts of a problem and looking at solutions through various outcomes
- Analyze work using a scoring rubric and making modifications to improve an outcome

### By the end of Grade 12, students will...

- Recognize which methods of questioning are most appropriate for the situation
- Transfer and apply prior learning to new situations and real-world contexts
- Incorporate feedback from peers to improve work
- Appreciate both sides of an issue and multiple points of view
- Support thinking with justification and evidence
- Recognize and select credible sources for research
- Make informed decisions about next steps
- Review one's work with an unbiased lens to reflect on progress