



# AUSD Graduate Profile <<DRAFT >>



## Critical Thinker & Problem Solver

*I am able to think critically and creatively to analyze issues, make decisions, and develop solutions to overcome problems. I am able to evaluate information and use facts and data to make informed decisions. I take responsibility for the effects of my choices.*



## Ability to Stretch, Engage, & Persist

*I am a life-long learner who explores the world in a joyful and meaningful way. I seek new knowledge, skills, and greater responsibility. I am willing to take risks because I know that I can turn my mistakes into a learning opportunity.*



## Emotionally Intelligent

*I am motivated to understand myself as a person and know this personal discovery is a lifelong journey. I am empathetic and inclusive. I am able to interact positively with others and I strive to do the right thing.*



## Advocate for Social & Environmental Justice

*I value, respect, and seek to learn from individuals of diverse cultures, races, ages, neuro and physical abilities, genders, sexual orientations and religious beliefs because I know these experiences will expand my perspective. I recognize how privilege impacts others and myself. I have the capacity to be an agent of change and I am committed to advocating for social and environmental justice.*



## Effective Collaborator

*I am a thoughtful and clear communicator who can express myself and my point of view in various ways. I am a skilled listener who seeks to understand and respect diverse points of view. I am able to resolve conflict constructively.*

Life Skills

<https://www.cec.sped.org/Publications/LCE-Transition-Curriculum/Curriculum>

Core Academic Knowledge

<https://www.cde.ca.gov/be/st/ss/>

## READING

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students also acquire the habits of reading independently and closely, which are essential to their future success.

## WRITING

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources.

## SPEAKING AND LISTENING

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

## LANGUAGE

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content.

## MATH

CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

CCSS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able

to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

CCSS.MATH.PRACTICE.MP4 Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

CCSS.MATH.PRACTICE.MP5 Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

CCSS.MATH.PRACTICE.MP6 Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure,

and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context.

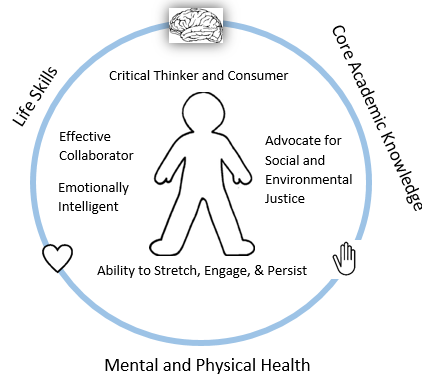
CCSS.MATH.PRACTICE.MP7 Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see  $7 \times 8$  equals the well remembered  $7 \times 5 + 7 \times 3$ , in preparation for learning about the distributive property. In the expression  $x^2 + 9x + 14$ , older students can see the 14 as  $2 \times 7$  and the 9 as  $2 + 7$ . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see  $5 - 3(x - y)^2$  as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers  $x$  and  $y$ .

CCSS.MATH.PRACTICE.MP8 Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through  $(1, 2)$  with slope 3, middle school students might abstract the equation  $(y - 2)/(x - 1) = 3$ . Noticing the regularity in the way terms cancel when expanding  $(x - 1)(x + 1)$ ,  $(x - 1)(x^2 + x + 1)$ , and  $(x - 1)(x^3 + x^2 + x + 1)$  might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

LIFE



### Critical Consumer & Thinker

*Exercises sound reasoning to analyze issues, make decisions, develop solutions, and overcome problems. Able to obtain, assess the validity of, interpret, and use knowledge, facts, and data in this process and can demonstrate originality and inventiveness.*

### Ability to Stretch, Engage, & Persist

*Playfully explores beyond their capacity to seek new knowledge, skills, and greater responsibility. Self motivated, connecting information to create new ideas and ways of doing things. Willing to take risks and uses mistakes as an opportunity for learning.*

### Emotionally Intelligent

*Appreciate who they are, what they want to accomplish, and seeks out and values others' opinions. Demonstrates empathy, openness, inclusiveness, sensitivity, and the ability to interact positively with all people and understand individuals' differences. Strives to do the right thing.*

### Advocate for Social & Environmental Justice

*Values, respects, seeks, and learns from diverse cultures, races, ages, abilities, genders, sexual orientations and religions because it expands students' frame of reference, ideas, and feelings. See themselves as agents of change for social and environmental justice and use that agency to convey ideas and feelings.*

### Effective Collaborator

*Listens to others and speaks up for ones' self using precise verbal, non-verbal, and written communication to make meaning clear. Seeks and respects others with diverse points of view. Finds constructive ways to deal with conflict.*

NOTES FROM 11/22

Should we go directly to the quality ie: in a vision statement or

Core Academic Knowledge + Mental and Physical Wellness + Life Skills = Critical Consumer + Ability to Stretch + Engage & Persist + Emotionally Intelligent + Advocate for Social & Environmental Justice + Effective Collaborator (with bullets underneath)

### Critical Thinker and Consumer

- Develop multiple solutions to problems and challenges
- See themes and patterns in data and information
- Assess validity of content and/or claims
- Understands the right and wrong, both morally and legally of choices (Responsible Decision Maker)
- Exercise sound reasoning to analyze issues, make decisions, and overcome problems. Able to obtain, interpret, and use knowledge, facts, and data in this process and can demonstrate originality and inventiveness

*Exercises sound reasoning to analyze issues, make decisions, develop solutions, and overcome problems. Able to obtain, assess the validity of, interpret, and use knowledge, facts, and data in this process and can demonstrate originality and inventiveness.*

### Ability to Stretch & Explore - COMBINE WITH ENGAGE & PERSIST?

- Learning to reach beyond one's capacities
- Explore playfully
- Embrace opportunity to learn from mistakes
- Apply...
- 

Reaching beyond one's capacities to explore playfully

### Ability to Engage & Persist

- Connects different types of information to create new ideas and ways of doing things
- Self motivated and seeks new knowledge, skills, and greater responsibility
- Bounces back when things go wrong. Figures out what happened and how to learn from it when making future decisions
- Willing to take risks and learn from mistakes to make improvement

*Self motivated and seeks new knowledge, skills, and greater responsibility connecting information to create new ideas and ways of doing things. Willing to take risks and uses mistakes as an opportunity for learning.*

### Emotionally Intelligent

- Maintain self discipline, tries to do the right thing and takes personal responsibility in social or work situations

- Self awareness
- Self regulation
- Motivation
- Empathy
- Social skills
- Demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences
- They know who they are, what they want to accomplish, and seek out and value others' opinions.
- Aware of how their behavior is perceived by and impacts others.
- Is aware of personal strengths, skills, and areas of growth
- Sees own responsibility in actions and words
- Understands and responds to the needs of others
- Tries to do the right thing

*Know who they are, what they want to accomplish, and seek out and value others' opinions. Demonstrate openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences. Tries to do the right thing.*

### Advocate for Social and Environmental Justice

- Students see themselves as agents of change and use their voice to convey ideas and feelings
- Know, value, seek social diversity because it expands their frame of reference, ideas and feelings
- Actively advocate for climate action and develop solutions for the magnitude of the climate crisis
- Value, respect, and learn from diverse cultures, races, ages, abilities, genders, sexual orientations, and religions

*Value, respect, seek, and learn from diverse cultures, races, ages, abilities, genders, sexual orientations and religions because it expands students' frame of reference, ideas, and feelings. See themselves as agents of change for social and environmental justice and use their voice to convey ideas and feelings.*

### Effective Collaborator

- Knows how to choose words wisely and use non-verbal communication to make meaning clear
- Knows common social rules for interacting with others
- Listens to others and speaks up for ones' self
- Self-aware team members who bring their strengths. Talent-seekers who find the expertise of others
- Essential co-creators - because of what they bring, how they show up.
- Inquisitive world citizens who seek out and respect diversity and diverse points of view
- Involves team members by getting their input to generate new ideas



- Finds positive ways to deal with conflict on the team

*Listens to others and speaks up for ones' self choosing words wisely using verbal, non-verbal, and written communication to make meaning clear. Seeks and respects team members with diverse points of view. Finds positive ways to deal with conflict.*