Bassick High School's Vision of a Graduate

2022-2023

Vision of a Graduate

Bassick High School Graduates will be Critical Thinkers, Collaborators, Communicators, and Contributors.

- The Bassick High School's Vision of a Graduate is a statement, set of rubrics, and portfolio that students will complete throughout their time at Bassick.
- Students will reflect on their progress towards mastering the Vision of a Graduate indicators through their in-class assignments, activities, and projects.
- Every Semester, students will upload at leas one exemplar artifact for each indicator to their Xello accounts that demonstrates their mastery towards the Vision of a Graduate.
  - This portfolio will be used by students to choose their Capstone project.

In the classroom…

Add at least one Vision of a Graduate indicator rubric to your already existing assignments, activities, and projects that you assign to the students.

- If your assignments do not align with any of the Vision of a Graduate indicators, then modifications need to be made.

Have students reflect on their progress using the VOG indicator rubric.

Provide feedback to students using the VOG indicator rubric.

- Note: There are no point values awarded.

Have students upload their exemplar assignments, activities, and projects to Xello.

Bassick High School's Vision of a Graduate

Critical Thinkers	• Independent, creative, and life-long learners • Set short- and long-term goals and create meaningful action plans • Ask relevant questions, take risks, self-reflect, and persevere through adversity to achieve goals
Collaborators	• Develop relationships, listen to ideas, and show empathy towards others • Promote inclusivity by giving and receiving alternate points of views • Take personal accountability and responsibility for ideas, words, and actions
Communicators	• Express thoughts and ideas with mindfulness and purpose through a variety of platforms • Exchange opposing views, self-advocate, and self-reflect using relevant evidence • Demonstrate respect towards others in all academic and social interactions
Contributors	• Make real world connections to be global members of society • Apply knowledge and problem-solve to make meaningful change • Generate new ideas, serve their community, and embrace diversity

Critical Thinker

Indicators	Exceeds	Meets	Progressing	Attempting	Not Started
I am able to think independently and creatively	I continue to fully visualize ideas, goals, and think outside the box in my learning.	I strive to visualize ideas, goals, and think outside the box in my learning.	I am developing ways to visualize ideas, goals, and think outside the box in my learning.	I try to visualize ideas, goals, and think outside the box with support.	I did not visualize ideas, goals, or think outside the box in my learning.
I am able to set short- and long-term goals and create meaningful action plans	I set a SMART goal and created specific action steps with due dates.	I set a goal and created an action plan.	I set a goal but have not followed any actionable steps.	I explored goals but did not set one or follow any actionable steps.	Did not set a goal or create an action plan.
I am able to ask relevant questions, self-reflect and persevere to make improvements	Throughout the process I reflected on my work and made improvements .	I reflected on my work and made improvements .	I reflected on my work but did not make appropriate improvements .	I did not accurately reflect on my work and therefore could not make appropriate improvements	I did not reflect on my work.

Collaborator

Indicators	Exceeds	Meets	Progressing	Attempting	Not Started
I am able to develop relationships, listen to ideas, and show empathy.	I collaborated with people outside of my group to enhance learning and broaden perspectives.	I worked with my group members, shared my own ideas, and actively listened to others.	I worked with my group members but did not share ideas or did not actively listen to others.	I worked with my group members but did not share ideas and did not actively listen to others.	I did not work with my group members.
I am able to promote inclusivity by giving and receiving alternate points of views	I always respect my peers and educators, acknowledge our differences and welcome mutual learning.	I respect my peers, acknowledge our differences and welcome mutual learning.	I respect my peers, acknowledge our differences but did not work towards mutual learning.	I respect my peers, but did not acknowledge our differences, and welcome mutual learning.	I did not respect my peers and acknowledge our differences.
I am able to take personal accountability and responsibility for ideas, words, and actions	I gave and received constructive feedback to expand upon the work.	I gave and received constructive feedback to improve the work.	I gave or received constructive feedback to edit the work.	I gave or received constructive feedback but did not use it to edit the work.	I was unable to give or receive constructive feedback.

Communicator

Indicators	Exceeds	Meets	Progressing	Attempting	Not Started
I am able to express thoughts and ideas with mindfulness and purpose through a variety of platforms	I expressed my thoughts and ideas with mindfulness and purpose through a variety of platforms.	I expressed my thoughts and ideas with mindfulness and purpose through any platform.	I did not fully express my thoughts and ideas on any platform.	I attempted to express my thoughts and ideas.	I was not able to express my thoughts and ideas.
I am able to exchange opposing views, self-advocate, and self-reflect using relevant evidence	I supported my thoughts and ideas with multiple sources of evidence.	I supported my thoughts and ideas with relevant evidence.	I supported my thoughts and ideas with minimum relevant evidence.	I supported my thoughts and ideas without relevant evidence.	I did not support my thoughts and ideas with evidence.
I am able to demonstrate respect towards others in all academic and social interactions	I demonstrated respect towards others and advocated for others to demonstrate respect.	I demonstrated respect towards others in all interactions.	I demonstrated respect in academic interactions but not always in social interactions.	I sometimes demonstrate respect in interactions.	I did not demonstrate respect in any interaction.

Contributor

Indicators	Exceeds	Meets	Progressing	Attempting	Not Started
I am able to make real-world connections to be a global member of society.	I made several real-world connections to the content.	I made a real-world connection to the content.	With help, I was able to make a real-world connection to the content.	Given a scenario, I was able to identify the connection between the content and the real-world.	I was not able to make a real-world connection to the content.
I am able to apply knowledge and problem-solve to make meaningful change.	I problem-solved to make meaningful change for a diverse population beyond the given context.	I problem-solved to make meaningful change for a diverse population within the given context.	I logically problem-solved given a scenario.	I attempted to problem-solve given a scenario.	I am not able to logically problem-solve.
I am able to generate new ideas, serve my community, and embrace diversity.	I applied my knowledge to generate new experiences both personally and within the community.	I applied my knowledge to new experiences.	I am able to explain and confirm connections between my knowledge and new experiences.	I attempted to discuss given connections between my knowledge and new experiences.	I did not attempt to apply knowledge to new experiences.

Moving Forward

- Add rubrics to all existing projects, activities and performance tasks.
- Include time for self-reflection and feedback after the assignment.
- Have students upload exemplar artifacts to Xello.