Developing Competencies, Performance Outcomes and Indicators for Portrait of a Learner

Guidance Document

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INTRODUCTION

This guidance is designed to support public school districts in working with their communities to develop and implement a local Portrait of Learner - a comprehensive framework that aims to ensure all students in grades kindergarten through 12th grade are prepared for life after graduation.

The focus is on ensuring that students develop the specific knowledge, skills and dispositions necessary for success in their academic, personal and professional lives. The concepts of knowledge, skills and dispositions are interconnected and essential components of a more holistic approach to learning desired by Kentuckians in the United We Learn vision.

Knowledge	Skills	Mindsets/Dispositions
The essential information and concepts students acquire, forming the foundation for understanding, critical thinking and problem-solving abilities, with an emphasis on mastering and applying content in real-life contexts	Skills are the abilities students develop through practice and experience, encompassing both subject-specific and transferable skills, with a focus on applying them effectively in various contexts to achieve desired outcomes.	The attitudes and qualities that influence a student's learning approach and success, with an emphasis on nurturing positive traits to enhance overall development and competency achievement.

A competency is a combination of knowledge, skills and dispositions that enables an individual to effectively perform tasks and achieve desired outcomes in a specific context. Competencies are measurable and observable, reflecting an individual's ability to apply their learning, demonstrate mastery and adapt to various situations. Competencies can be content-based and/or cross-curricular. The focus of this document is cross-curricular. However, these competencies work with academic standards. In education, competencies serve as the basis for designing curriculum, instruction and assessment, ensuring that students are well-equipped for success in academics, personal growth and future careers.

The six model competencies adopted by the Kentucky Board of Education will be used as examples throughout this guidance:

- Engaged citizen
- Productive collaborator
- Empowered learner
- Effective communicator
- Critical thinker
- Creative contributor

To learn more about the Kentucky Board of Education's adoption of these six model competencies, visit Kentucky Teacher.

Descriptions of Model Competencies Adopted by Kentucky Board of Education

Engaged Citizen

Shows respect and empathy across differences, embraces diversity of opinion, seeks cultural understanding, participates in the democratic process to challenge the status quo, and makes a positive impact on their community and the world.

Productive Collaborator

Engages with others to achieve a common goal through building positive relationships, actively listening, showing empathy and making individual contributions to a larger group.

Empowered Learner

Demonstrates mastery and application of academic competencies. Develops the skills and dispositions to persist through difficulties and plan for a future of self-improvement.

Effective Communicator

Engages diverse audiences respectfully by exchanging ideas and information responsibly, listening actively, speaking and writing clearly, and using print and digital media appropriately.

Critical Thinker

Thinks deeply and makes informed decisions to create solutions or new understanding supported by relevant and reliable evidence.

Creative Contributor

Interprets experiences, imagines and plays with new possibilities with curiosity, and creates approaches that are novel, useful and valued by the world around them.

Considerations for Portrait of a Learner Development and Implementation

The Kentucky Department of Education believes that if local communities adopt local competencies that address the knowledge, skills and dispositions needed for long-term success, and if vibrant learning experiences foster those durable skills and provide evidence of students' mastery of those competencies, then Kentucky students will graduate better prepared for life's challenges and opportunities.

Involving All Stakeholders: Developing a local Portrait of a Learner and implementing performance outcomes and indicators is a community effort. Engage teachers, students, parents and community members in understanding, developing and implementing a set of competencies and outcomes that reflect the needs and goals of your community. By involving external stakeholders, such as local businesses, higher education and other partners, their participation can ensure the PoL is relevant to real-world needs and can help provide opportunities for students like internships, mentorships or collaborative projects.

Professional Development: Ensure that educators in your district are equipped with the skills and knowledge needed to integrate the competencies and supporting performance outcomes and indicators into their classroom instruction. This may involve professional development sessions and peer learning communities (PLCs).

Fostering a Culture of Learning and Growth: Encourage an environment where progress, not just end results, is valued. This includes appreciating effort, supporting resilience and recognizing incremental growth in students' abilities and competencies. This is particularly important when working with performance outcomes and indicators, which should be viewed as milestones for learning rather than one-off goals.

Equity and Inclusion: Ensure that performance outcomes and indicators are equitable and do not disadvantage any group of students. All students should have an equal opportunity to achieve these outcomes.

Data Analysis: Use data to inform decisions. Analyzing data collected from performance indicators can provide valuable insights into student progress, curriculum effectiveness and instructional strategies. This data can also inform changes within the system to better meet student needs.

Communication: Ensure transparency and inclusivity with clear communication throughout the design process. This will help gain early acceptance and address any potential concerns or objections. Through effective communication, the development and implementation of a local PoL can be made more efficient, inclusive and sustainable, ensuring a more valuable and impactful learning experience for all students.

Continuous Improvement: The development and implementation of performance outcomes and indicators is an ongoing process, not a one-time task. With an inclusive group of community

stakeholders, regularly revisit and revise these outcomes and indicators to ensure they remain relevant, challenging and supportive of student success.

Process for Developing a Set of Local Competencies

Step 1: Assemble an Inclusive Design Team

Assemble a diverse team consisting of educators, administrators, students, parents, business leaders and other community members who will lead the process. This team will design the Portrait of a Learner, engage the broader community, and facilitate decision-making.

Step 2: Establish a Vision

The design team should first establish a clear vision for what a successful learner in your community looks like, answering the essential question: *What knowledge, skills and dispositions do students need to be equipped for successful futures?* This vision should consider the unique needs and characteristics of the community, the challenges and opportunities learners face, and the broader trends in education and the workforce.

Step 3: Gather Community Input

Use various methods such as surveys, focus groups, public forums and individual interviews to gather input from a broad range of stakeholders, especially students. Seek to understand what knowledge, skills and dispositions they believe are essential for learners in your community.

Step 4: Analyze Input and Draft the Portrait of a Learner

The design team should analyze the input gathered from stakeholders and draft a Portrait of a Learner that reflects the shared vision. The PoL should clearly articulate the key competencies that a learner in your community should develop. Ensure relevance of the competencies extend beyond a school setting - the knowledge, skills and dispositions should be applicable to college and/or career as well.

Step 5: Seek Feedback on the Draft Portrait of a Learner

Share the draft PoL with the broader community and ask for feedback. Similarly to Step 3, use various methods to gather input. This step is crucial to ensure that the PoL has wide support and that different perspectives have been considered.

Step 6: Revise and Finalize the Portrait of a Learner

Based on the feedback received, the design team should revise the PoL as necessary. With approval from the design team and key stakeholders (local Board of Education, etc.), finalize and publish the PoL.

Step 7: Communicate the Portrait of a Learner

Once the PoL is finalized, use various communication channels to share across the community. Inform the community about the Portrait of a Learner and explain the need for and importance of a PoL. Good communication can be used to promote the PoL to a wider audience, attract more resources, and highlight the achievements of the local schools and students.

Step 8: Review and Update the Portrait of a Learner

Regularly reconvene the inclusive design team to review the PoL and ensure it remains relevant and is effectively supporting learner development. Revise as necessary based on changes in your community or broader educational trends.

Overview of Performance Outcomes and Indicators

Performance Outcomes and Indicators are measurable evidence used to assess student progress toward a set of competencies defined in a Portrait of a Learner (PoL). This guidance provides a basic understanding of these components and how they can be effectively developed and utilized in alignment with either a locally adopted PoL or the state-adopted PoL.

The Difference Between Competencies, Performance Outcomes and Performance Indicators

Competency: A competency is an overarching combination of knowledge, skills and dispositions that is usually not limited to a specific content area. A competency such as "_effective communicator_" can be thought of as a broad category for capabilities learners need to be successful in academics, careers and personal life.

Performance Outcome: Also broad in scope, performance outcomes illustrate the end goals for what a learner should be able to do with their competencies. For example, "by the time they exit the K-12 education system, a learner who is an effective communicator will be able to _engage diverse audiences respectfully by exchanging ideas and information responsibly, listening actively, speaking and writing clearly, and using print and digital media appropriately_."

Performance Indicator: A specific, observable way to measure a learner's progress toward a performance outcome. For instance, a learner in 8th grade may be assessed on their mastery of effective communication based on how they _demonstrate active listening by summarizing a speaker's ideas, ask relevant and clarifying questions and make relevant connections to extend knowledge._ Performance indicators provide concrete evidence of student learning as they work to achieve the desired outcome for a competency. Performance indicators offer clearer guidance on what students should be able to demonstrate as evidence of their learning, helping educators design targeted instruction and provide meaningful feedback.

How Do Performance Outcomes and Indicators Support a Portrait of a Learner?

Performance outcomes and indicators operationalize the PoL's competencies into observable and measurable student learning outcomes. They provide a roadmap, or learning progression, for teachers and students to understand what successful learning looks like. As a result, they serve as a vital tool for tracking student progress, informing instruction and ensuring the PoL's competencies are achieved.

Incorporating performance outcomes and performance indicators into a Portrait of a Learner can have numerous benefits, especially when it comes to emphasizing formative feedback practices and promoting changes in learning and evaluation practices such as:

- **Continuous Feedback Loop**: By establishing clear performance outcomes and indicators, educators can provide ongoing, formative feedback. This can help learners identify their strengths and areas for improvement, thus fostering a culture of continuous learning and improvement.

- **Promote Learner Autonomy**: Clear performance outcomes and indicators can also help learners take more ownership over their learning. They will understand exactly what they are expected to know or be able to do, and they can independently monitor their progress.

- **Contextualized Learning**: This approach encourages learning and evaluation practices to be designed around real-world situations, which makes the learning experience more meaningful and relatable for students.

- **Personalized Learning Pathways**: Performance indicators can inform more personalized learning experiences. By understanding where a learner is excelling and where they may need additional support, educators can tailor instruction to individual needs.

- **Reduce Performance Pressure**: Instead of a summative "high stakes" assessment where a grade is the final determination of learning, continuous formative feedback practices provide a more holistic understanding of a learner's capabilities. This can reduce stress and promote a more positive learning environment.

- **Accountability and Transparency**: Clear performance indicators and outcomes ensure accountability in the learning process, as educators, students and even parents or guardians can track progress and understand the criteria upon which learners are evaluated.

By creating performance outcomes and indicators aligned to a local PoL, schools can create a more engaging, learner-centered environment that fosters growth and continuous improvement focused on shifting from a traditional, one-size-fits-all model of education to one that values individual progress and real-world skills.

Process for Developing and Implementing Performance Outcomes

Developing and implementing performance outcomes and indicators within a local Portrait of a Learner is often viewed as a developmental sequence, but in reality, the process can be non-linear. It is helpful to have a structured plan, but given the unique context and variables in each community, districts may need to iterate and revisit previous steps as understanding deepens or circumstances change. Thus, the journey towards achieving these performance goals may involve back-and-forth, refinement and adaptation, rather than a straightforward progression.

Step 1: Understand the Competencies in the Portrait of a Learner (PoL)

Whether locally or state-adopted, ensure your inclusive design team understands the competencies listed in the finalized PoL to provide a foundation for creating performance outcomes and indicators. Engage stakeholders in conversations about what each competency might look like when achieved.

Step 2: Define Performance Outcomes

Translate competencies from the PoL into performance outcomes. Given "engaged citizen" as an example, what are the end goals associated with that competency? In other words, broadly define what an "engaged citizen" is and what they can do. Consider finishing the sentence: "An engaged citizen is someone who…"

Step 3: Create Performance Indicators

Develop performance indicators that are specific, observable and measurable. These should provide clear evidence of the achievement of performance outcomes for specific grade levels or bands. Skill development evolves as students advance, so an indicator for a lower grade level band might focus on basic understanding or foundational skills, while mastery of the same outcome in a higher grade level band might be indicated by complex applications or higher-order thinking skills. It's important to consider how a learner's journey to develop any competency will progress and deepen with experience over time. This progression lays out a clear trajectory for students, educators and parents. Ensure the performance indicators are achievable, observable and can be linked directly to the PoL's competencies and broader outcomes.

Step 4: Align Curriculum and Instruction

Ensure that curriculum, instruction and assessment practices are aligned and designed to provide students with opportunities to practice and develop competencies outlined in a PoL. In a 2022 – 2024 partnership with [PBLWorks](), the Kentucky Department of Education committed supports to training teachers in gold-standard project-based learning. Defined by PBLWorks as

"as a teaching method in which students gain knowledge and skills by working for an extended period to investigate and respond to an authentic, engaging and complex question, problem or challenge," gold-standard project-based learning design elements and teaching practices are a great way to meet student learning goals of understanding key knowledge and acquiring success skills.

Tools such as KDE's Instructional Resource Alignment Rubrics provide criteria to help districts review instructional materials' alignment with the *Kentucky Academic Standards* and how an instructional resource meets (or doesn't meet) criteria to support students acquisition of essential knowledge, skills, abilities and dispositions.

> High-Quality Instructional Resources (HQIRs), as defined by the Kentucky Department of Education (KDE), are:
> - Aligned with the *Kentucky Academic Standards (KAS);*
> - Research-based and/or externally validated;
> - Comprehensive to include engaging texts (books, multimedia, etc.), tasks and assessments;
> - Based on fostering vibrant student learning experiences;
> - Culturally relevant, free from bias; and
> - Accessible for all students.

Using HQIRs can help ensure educators and students have access to materials that increase content knowledge and support the development of PoL competencies.

Step 5: Monitor Progress and Adjust

Track students' progress in achieving the performance outcomes, using the indicators as a guide. Use this information to adjust instruction and support as necessary.

Pages 9 - 14 provide model performance outcomes and indicators aligned to the Portrait of a Learner adopted by the Kentucky Board of Education. These examples were co-created by the Kentucky Department of Education, the University of Kentucky's Center for Next Generation Leadership and educators from districts in the Kentucky Innovative Learning Network (KY ILN).

ENGAGED CITIZEN

Shows respect and empathy across differences, embraces diversity of opinion, seeks cultural understanding, participates in the democratic process to challenge the status quo, and makes a positive impact on their community and the world.

- **Demonstrates** empathy and respect for diversity, culture and opinions of others through responsible actions
- **Utilizes** democratic processes to take an active role and impact change in the community
- **Recognizes, plans and engages** in civic opportunities to impact the community in a positive, productive way
- **Demonstrates** safe, legal, ethical behavior

Progression of Mastery at Benchmark Years

Mastery at Grade Level 2 (Primary)	Mastery at Grade Level 5 (Intermediate)	Mastery at Grade Level 8 (Middle)	Mastery at Grade Level 12 (High)
• **Expresses** a point of view on an event, issue or phenomenon relevant to their community and **identifies** others' points of view • **Uses** decision-making processes that involve others when taking action, and **participates** in opportunities that positively impact their school or home community, and **identifies** the impact their actions had on self and others • **Identifies** and **uses** safe and legal behaviors at home, school, online and in the community	• **Identifies** and **describes** an issue important to their community, **describes** the causes and/or prior responses to the issue, and **explains** the impact the response had on those closest to the issue • **Uses** democratic decision making processes to involve others in addressing a community issue, and **explains** how those actions positively impacted self, the community and those impacted by issue • **Describes and explains** how behaviors are safe and legal, and **demonstrates** these behaviors in various settings and interactions (including online)	• **Analyzes** a relevant community issue and the various responses and **evaluates** the impact of those responses from the perspective of those impacted by the issue • **Utilizes** democratic decision-making processes to **plans** and **executes** individual, collective or civic action, and **explains** the impact civic action has on self, community and those impacted by the issue • **Analyzes** and **evaluates** safe and legal behavior of self and others, and **utilizes** these behaviors when interacting with others across differences (including online)	• **Analyzes** root causes and various responses to an authentic and relevant community issue, and **evaluates** the impact of those responses from the perspective of those most impacted • **Facilitates** and **evaluates** democratic decision-making processes to **plan** and **execute** individual or collective civic action, and **analyzes** the impact civic action has self, community and those most impacted by issue • **Analyzes** the ethics of laws, civic actions and behaviors, and **demonstrates** ethical behavior when interacting with others across differences (including online)

PRODUCTIVE COLLABORATOR

Engages with others to achieve a common goal through building positive relationships, actively listening, showing empathy and making individual contributions to a larger group

- **Uses** cooperative processes to make decisions and achieve desired outcomes
- **Recognizes** individual contributions and the contributions of others
- **Engages** with different perspectives/ideas to **develop** empathy and **resolve** conflicts
- **Gives, receives** and **implements** constructive feedback

Progression of Mastery at Benchmark Years

Mastery at Grade Level 2 (Primary)	Mastery at Grade Level 5 (Intermediate)	Mastery at Grade Level 8 (Middle)	Mastery at Grade Level 12 (High)
• **Identifies** and **uses** cooperative processes to make decisions, solve problems and/or achieve desired outcomes • **Identifies** their individual contributions and the contributions of others toward the desired outcome • **States** their own point of view and restates others' points of view in order to understand others and manage conflict • **With support, gives** general feedback based on success criteria (i.e. rubric, learning target) and incorporates feedback from others	• **Identifies** and **selects** appropriate cooperative processes to make decisions, solve problems and/or to achieve desired outcomes • **Explains** their individual contributions and the contributions of others toward the desired outcome • **Clearly states** their own perspective and **summarizes** others' perspectives/ideas in order to understand others and manage conflict • **Gives** specific feedback based on success criteria, **gathers** feedback from others, and **explains** how they implemented feedback to improve	• **Analyzes** and strategically **implements** cooperative processes to make decisions, solve problems and achieve desired outcomes • **Analyzes** the impact of individual contributions and the contributions of others toward the desired outcome • **Compares and contrasts** their own ideas/perspective to that of others in order to understand and resolve conflicts • **Selects** and **implements appropriate** processes to give and receive constructive feedback, and **incorporates** feedback from multiple perspectives to improve	• **Evaluates** and strategically **implements** cooperative processes to make decisions, solve problems and/or to achieve desired outcomes • **Evaluates** the impact of individual contributions and contribution of others towards desired outcome • **Analyzes** their own and others' perspectives, and **synthesizes** varying perspectives/ideas to understand others and resolve conflicts • **Evaluates** and **selects** appropriate processes for providing and receiving constructive feedback, and **synthesizes** and **incorporates** feedback from various perspectives to improve

EMPOWERED LEARNER

Demonstrates mastery and application of academic competencies. Develops the skills and dispositions to persist through difficulties and plan for a future of self-improvement.

- **Connects** and **applies** knowledge and skills across disciplines and to authentic contexts
- **Identifies** learning needs and preferences; **uses** a set of strategies to master academic and personal goals
- **Uses** challenges and mistakes as opportunities to learn and improve

Progression of Mastery at Benchmark Years

Mastery at Grade Level 2 (Primary)	Mastery at Grade Level 5 (Intermediate)	Mastery at Grade Level 8 (Middle)	Mastery at Grade Level 12 (High)
States what new knowledge and skills were learned, **makes connections** to their experiences, and **applies** knowledge and skills to new contexts or tasks - With support, **identifies** strengths, **sets** academic and personal goals, and **utilizes** strategies to reach goals **States** how they use their strengths or strategies to overcome a challenging task	**Describes** how they acquired new knowledge and skills, **makes connections** to prior learning, and **applies** knowledge and skills to other disciplines and relevant contexts **Identifies** personal and academic strengths and challenges in learning, **sets** academic and personal goals, **uses** strategies to master them, and **evaluates** the effectiveness/impact of their strategies **Describes** how they use their strengths to overcome a challenge/failure and **describes** what was learned as a result of the challenge	**Explains** how they acquired new knowledge and skills, **makes connections** to other disciplines,and **applies** knowledge and skills to relevant/practicalcontexts or personal plans/goals for the future **Identifies** and **describes** personal and academic strengths and challenges in learning, **sets** realistic academic and personal goals, **uses** a variety of strategies to master them, and **evaluates** the effectiveness/impact of their strategies **Explains** how they strategically use their strengths, **adapts** strategies to overcome challenges when completing a complex task or goal, and **explains** what was learned as a result the experience	**Analyzes** how they acquired new knowledge and skills, **connects and applies** knowledge and skills across disciplines, to authentic/practical contexts and to personal plans/goals for the future **Develops** realistic academic and personal goals for their future, **strategically implements** adapted strategies to master them, **evaluates** their effectiveness and **analyzes** their application to future endeavors **Analyzes** learning task/situation and conditions, strengths and challenges, and **analyzes** how they synthesized, implemented and adapted strategies until they completed the task or goal

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EFFECTIVE COMMUNICATOR

Engages diverse audiences respectfully by exchanging ideas and information responsibly, listening actively, speaking and writing clearly, and using print and digital media appropriately

- **Conveys** the message clearly and coherently according to the purpose, task and audience

- **Uses** relevant details, organization and conventions to **develop** ideas coherently

- **Assesses** needs of the audience and purpose of communication to **adapt** word choice, tone, style and body language to a variety of contexts and tasks

- **Demonstrates** use of multiple media and technologies to **present** clear and coherent ideas in a variety of forms of communication

- **Demonstrates** active listening* to **analyze** messages from discussions, presentations and audio-visual sources to **determine** and **evaluate** meaning

Progression of Mastery at Benchmark Years

Mastery at Grade Level 2 (Primary)	Mastery at Grade Level 5 (Intermediate)	Mastery at Grade Level 8 (Middle)	Mastery at Grade Level 12 (High)
• **States** a clear idea that is on topic and supported by relevant details • **Presents** ideas clearly and **uses** multimedia and/or visuals to support audience's understanding • **Uses** language and style that meets the needs of the audience, purpose and task • **Demonstrates** appropriate use of eye contact, standing still and volume of voice to support audience engagement • **Demonstrates active listening** by **recalling** basic details and **asking** relevant questions to understand others' ideas	• **Constructs** organized ideas using relevant details, and **applies** appropriate conventions to convey a message • **Uses** multimedia and/or digital tools to present clear and coherent ideas • **Identifies** the audience and their needs, and **adapts** language, tone and/or style to meet the task and purpose • **Demonstrates** appropriate use of eye contact, control of body and volume of voice to support audience engagement • **Demonstrates active listening** by **summarizing** the speaker's ideas, **asking** relevant questions and **connecting** comments to other ideas to build knowledge	• **Constructs** and **presents clear** ideas using relevant and accurate details, **identifies** counterclaims and **applies** appropriate organizational structures and conventions to convey a message • **Selects** and **demonstrates** skilled use of multimedia and/or digital tools and technologies to support audience engagement and **analyzes** the impact • **Adapts** language, tone, style and format to meet the task, purpose and supports audience understanding of your message • **Demonstrates** appropriate volume, simple gestures, eye contact and body language to support audience engagement • **Demonstrates active listening by** **summarizing** the speaker's ideas, **asking** relevant and clarifying questions and **making relevant connections** to extend knowledge	• **Develops** and **presents** clear and coherent ideas using relevant and accurate details, anticipates and addresses counterclaims, and **applies** appropriate organizational structures and conventions to convey a message • **Creates and/or strategically utilizes** multimedia and/or digital tools to enhance the audience's understanding of ideas, and **evaluates** the impact and effectiveness of their choices • **Anticipates** audience needs and **adapts** language, tone, style and format to the context, purpose and task in ways that support audience understanding and engagement • **Demonstrates** appropriate volume, pace, tone, eye contact, body language and gestures to support audience understanding and engagement • **Demonstrates active listening** by **analyzing** the speaker's ideas, **asking** relevant and clarifying questions to deepen understanding and surface counterclaims, and **making relevant connections** to extend knowledge

CRITICAL THINKER

Thinks deeply and makes informed decisions to create solutions or new understanding supported by relevant and reliable evidence

- **Generates** relevant questions or problems based on research, observations and personal experiences
- **Identifies** reliable evidence and **evaluates** information from a variety of sources with multiple perspectives to draw conclusions and to **construct** explanations
- **Analyzes** complex problems and **designs** multiple and/or original solutions, **testing (evaluating)** them against relevant criteria and considering feedback
- **Constructs** work that demonstrates thoughtful, creative approaches and **evaluates** the impact

Progression of Mastery at Benchmark Years

Mastery at Grade Level 2 (Primary)	Mastery at Grade Level 5 (Intermediate)	Mastery at Grade Level 8 (Middle)	Mastery at Grade Level 12 (High)
• **Generates** relevant questions to further explore a topic or experience, with adult support • **Uses** observations and information, **distinguishing** between fact and opinion, to **construct** evidence-based explanations • **Collaboratively identifies**, **creates** and **evaluates** a solution against relevant criteria	• **Generates** relevant questions to **investigate** and make meaning of issue, problem, experience or observation • **Identifies and summarizes** reliable information from multiple sources, **and draws conclusions** using relevant evidence to support ideas • **Researches** information to generate creative approaches, solutions, products or work, **implements** improvements based on feedback, and **evaluates** effectiveness using relevant criteria	• **Generates** clear and **precise** questions to investigate an authentic topic, problem, issue, experience, need, etc. • **Analyzes** information from a variety of sources to identify biases, **evaluates** the credibility of evidence and addresses counterclaims/information to **construct** explanations • **Analyzes** a complex problem and **integrates** information to develop creative approaches, solutions, products or work; **collects and incorporates** feedback; and **analyzes** the outcome and its impact	• **Generates** clear and precise questions to investigate a complex and authentic topic, problem, issue, experience, need, etc. • **Analyzes and synthesizes** information from a variety of sources, **evaluates** for credibility, and **analyzes** counter arguments/information to draw reasonable conclusions and explanations • **Synthesizes** information/skills from a variety of disciplines to **develop** creative and realistic approaches, solutions, products or unique work; intentionally **collects** and strategically **implements** feedback; and **evaluates** the impact of approaches on the potential or actual outcome of the work

CREATIVE CONTRIBUTOR

Interprets experiences, imagines and plays with new possibilities with curiosity and creates approaches that are novel, useful and valued by the world around them

- **Analyzes** situations and **notices** unique connections to **generate** ideas for solving a problem, addressing an issue or making something new
- **Explores** new learning and insights and **experiments** with multiple relevant and viable possibilities
- **Creates** original products and processes that **contribute** to positive and authentic change

Progression of Mastery at Benchmark Years

Mastery at Grade Level 2 (Primary)	Mastery at Grade Level 5 (Intermediate)	Mastery at Grade Level 8 (Middle)	Mastery at Grade Level 12 (High)
• **Asks** and **answers** relevant questions to build connections between background knowledge and new information	• **Examines** situations to determine their own perspective by observing, questioning, researching, interviewing and reflecting	• **Examines** multiple perspectives of a situation to **determine** an area of inquiry.	• **Examines, analyzes** and **makes connections** between multiple perspectives and **applies** learning across disciplines in order to contribute meaningful ideas to an authentic topic or problem
• **Generates** an appropriate idea for solving a problem, addressing an issue or making something new	• **Generates** multiple ideas for solving a problem, addressing an issue or making something new	• **Generates** multiple ideas that are relevant to a situation and **demonstrates** contextual understanding	• **Refines and applies curiosities** to determine opportunities for meaningful contributions
• **Creates** new learning through play and exploration by taking risks and trying new things	• **Explores** own curiosities to experiment with original products, possibilities and solutions	• **Experiments** with multiple original products, possibilities and solutions	• **Evaluates** existing knowledge and **synthesizes** connections between ideas to test their utility in order to **generate** clear and purposeful next steps
• **Creates** original products and processes as an individual or a member of a group	• **Creates** original products and processes to address authentic issues, situations or problems	• **Evaluates** the possibilities to determine their usefulness and potential impact	• **Constructs** products and processes that demonstrate creative solutions and **evaluates** the impact on self and community.
• **Contributes** to school or local community by solving a problem, addressing an issue or creating a product or experience	• **Contributes** to the local community by solving an authentic problem, addressing a real issue or creating a product or experience for an audience	• **Constructs** a plan and **creates** an original product or process that positively impacts a situation or contributes to authentic change	• **Contributes** to the creation of a culture of creativity, innovation and entrepreneurial thinking
		• **Analyzes** the effects and impact of creative contribution to the local community	

Assessing Performance Outcomes and Indicators Aligned to a Portrait of a Learner (PoL)

The Role of Rubrics

Rubrics are valuable tools in the implementation of a local Portrait of a Learner, serving as detailed guides for both educators and learners to understand and assess progress towards competencies and performance outcomes.

A rubric is a scoring tool that lists the criteria for a piece of work, an artifact of student learning. For each criterion, it provides descriptions of levels of quality or proficiency, usually on a scale (poor, satisfactory, good and excellent performance).

In the context of a local Portrait of a Learner, rubrics can be used to evaluate a student's progress in mastering the identified competencies. For example, a competency might be "effective communicator," and the rubric would detail the specific criteria for effective communication at various levels of proficiency. The rubric facilitates consistent and fair evaluation and provides a roadmap for students to understand what they need to do to improve and progress towards the performance outcomes.

How are rubrics like performance outcomes and indicators?

Like performance outcomes and indicators, rubrics provide clarity on the expectations for a particular task or competency. They help translate the broader goals (performance outcomes) and specific metrics (performance indicators) into tangible actions and behaviors that students can understand and strive for.

How are rubrics different?

While performance outcomes are broad objectives that students are working toward and performance indicators are measurable metrics that track progress towards these outcomes, rubrics offer more detailed breakdowns of what is expected at different levels of performance for a specific task or competency. They provide a way to assess a student's current level of performance and identify areas for improvement.

Types of Assessments to Consider

Assessments that support a PoL typically involve more than just memorizing facts or completing simple tasks. In many ways, we can shift our thinking to consider assessment as a way to gather evidence of student learning. Examples of some of these types of assessments include:

Performance-based Tasks: These assessments require students to demonstrate their understanding by applying their knowledge and skills in real-world situations. Examples include projects, presentations and group work.

Portfolios: A collection of students' work that showcases their learning progress over time, such as essays, research papers and creative projects. Portfolios help assess students' ability to make connections and synthesize information across different subjects and experiences.

Open-ended questions: Questions that do not have a single correct answer encourage students to think critically and creatively. They can be used in written assignments, discussions or exams.

Collaborative assessments: Assessments that involve working in groups promote teamwork, communication and problem-solving skills. Examples include group projects, debates or case studies.

Self-assessments and reflection: By reflecting on their learning process, students develop the skills to become more aware of their strengths and areas for improvement. This can involve journaling, goal-setting or self-assessment checklists.

Peer assessments: Providing feedback to classmates helps students learn from each other's perspectives and promotes critical thinking and empathy.

Formative assessments: Ongoing assessments, such as quizzes, assignments and in-class activities provide regular feedback and help students identify areas for improvement, deepening their learning and understanding.

By considering this guidance, district leaders can inclusively design a local Portrait of a Learner and leverage performance outcomes and indicators in alignment with the PoL. Developing and using performance outcomes and indicators aligned with a Portrait of a Learner (PoL) provides a clear vision of success for students, educators and the community. Through thoughtful planning and implementation, they can serve as a powerful tool to guide student learning and ensure all students from kindergarten through 12th grade are preparing for life after graduation.

Additional Resources

Visit the following websites and documents for more information, guidance and support when developing and implementing a Portrait of a Learner:

[Portrait of a Learner Frequently Asked Questions (FAQ) Resource](#)

[KDE Portrait of a Learner Webpage](#)

[Kentucky United We Learn Webpage](#)

[Kentucky Innovation Guide](#)