

Appendix G

College- and Career-ready Student Portrait Reflection Tool

Teachers can use this checklist as a tool for reflection and self-evaluation as they consider the portrait of students who are college- and career-ready and as they implement the Common Core State Standards.

Name of teacher: _____ Date: _____

Students Demonstrate Independence

- _____ Discuss their understanding of complex text
- _____ Evaluate complex text across multiple genres
- _____ Evaluate complex text across different content areas
- _____ Use evidence from text to convey specific, multifaceted information
- _____ Demonstrate understanding of a speaker's message
- _____ Express their own ideas during conversations and discussions
- _____ Ask clarifying questions during conversations and discussions
- _____ Build on the ideas of others during conversations and discussions
- _____ Confirm that they have been understood during conversations and discussions
- _____ Use a wide-ranging vocabulary in written and oral communication
- _____ Take responsibility for their own learning and behavior
- _____ Seek and use a variety of resources (teachers, peers, print, digital media, etc.) to solve their own problems

Students Build Strong Content Knowledge

- _____ Recall information and themes from reading across content areas and genres
- _____ Connect and compare ideas and information presented in text
- _____ Read and synthesize multiple texts to build new knowledge on a topic

- _____ Set a purpose to acquire knowledge when reading
- _____ Retain and recall information presented by a speaker
- _____ Seek domain-specific knowledge across content areas
- _____ Demonstrate their understanding of a topic or problem through written and oral communication

Students Respond to Varying Demands of Audience, Task, Purpose, and Disciplines

- _____ Understand and apply attributes of different genres
- _____ Demonstrate an ability to write and speak for formal and informal purposes
- _____ Convey information in different formats based on content area and purpose
- _____ Demonstrate effective word choice to convey ideas to varied audiences
- _____ Set a purpose for reading based on a given task
- _____ Set a purpose for writing based on a given task
- _____ Set a purpose for speaking and/or listening based on a given task
- _____ Demonstrate how to use evidence to explain and justify claims across content areas

Students Comprehend as Well as Critique

- _____ Demonstrate sustained engagement during independent reading
- _____ Are open-minded to new ideas presented in conversation, text, and digital media
- _____ Identify underlying assumptions of an author and/or speaker
- _____ Recall, synthesize, and evaluate information presented by an author and/or speaker
- _____ Assess the validity of claims presented by an author and/or speaker based on evidence

Students Value Evidence

- _____ Give evidence from the text (unprompted) to support their thinking
- _____ Demonstrate clear, effective written and oral communication
- _____ Agree and disagree with peers and explain why
- _____ Effectively identify and construct detailed support for ideas in written and oral communication

- _____ Provide sound explanations and justifications for claims made in written and oral communication
- _____ Seek evidence from others when interpreting written and oral communication

Students Use Technology and Digital Media Strategically and Capably

- _____ Identify and use a wide variety of technology tools
- _____ Use a variety of technology tools to enhance their written and oral communication
- _____ Demonstrate research skills to effectively and efficiently retrieve information online
- _____ Integrate print and digital media sources in written and oral communication
- _____ Select technology tools according to their purpose, considering audience and task
- _____ Recognize and regulate competing demands of attention (interest, task-directed, etc.) when using technology tools

Students Come to Understand Other Perspectives and Cultures

- _____ Appreciate diverse experiences and opinions
- _____ Communicate effectively with individuals from varied backgrounds
- _____ Demonstrate collaborative skills that support cooperative learning
- _____ Seek to better understand others and their viewpoints through reading and listening
- _____ Read a variety of literature across time periods and cultures
- _____ Describe and attempt to understand the experiences of other cultures and time periods
- _____ Contribute diverse ideas, opinions, and comments to whole-group discussions
- _____ Use effective conflict-resolution skills