



ISSN Learning System: Graduation Portfolio System & Curriculum Frameworks

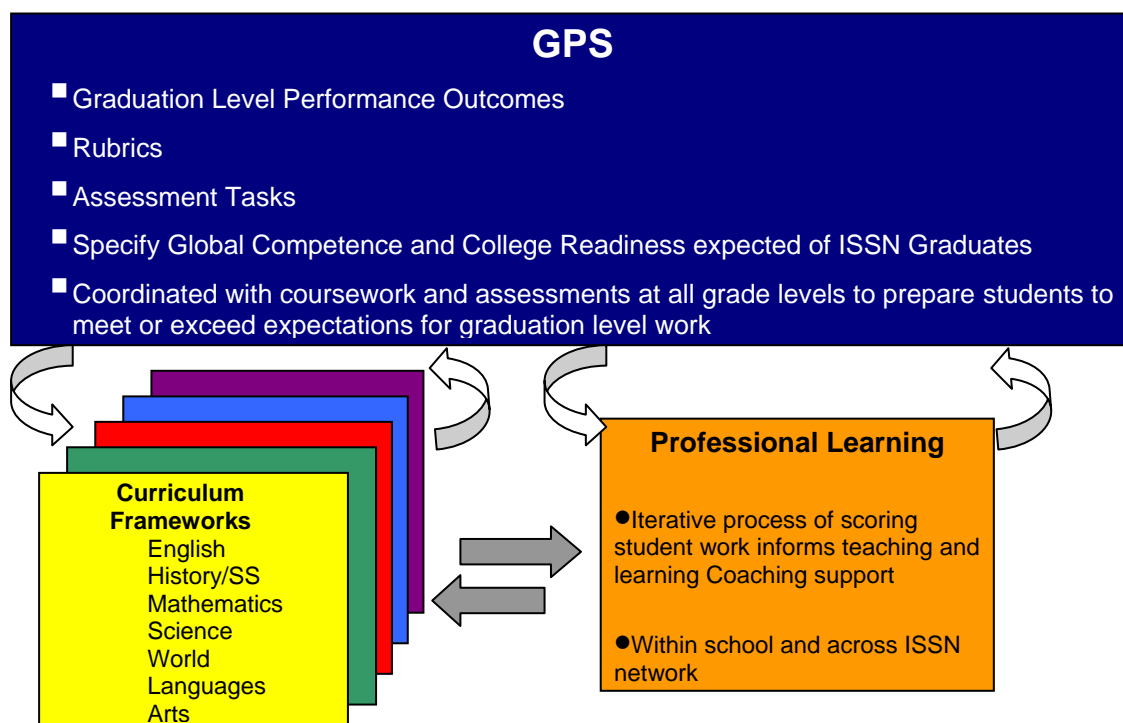
Asia Society, in collaboration with partners such as Stanford University's School Reform Network (SRN) and Envision Schools is developing a Graduation Portfolio System (GPS) to be implemented and evaluated within its International Studies Schools Network (ISSN).

The GPS will be designed to meet the ISSN need for a reliable, valid system for providing information to schools on student performance that can drive instruction toward producing college ready, globally competent students. The purpose of the ISSN GPS is to provide:

- A clearly described set of high school graduation-level expectations or criteria for student work that demonstrates college readiness and global competence. Aligned with standards, these criteria will also provide clear descriptions of what we mean by “college ready” and “globally competent” and serve as benchmarks for students to demonstrate, through a body of evidence contained in their Graduation Portfolio, that they are truly ready to do college level work within and across subject areas that also demonstrates global competence.
- A formative assessment/organizational learning system to drive continuous improvement of instruction. The GPS will enable teachers to collaboratively review students' work in relation to the assessment criteria and collectively learn from these data how students are progressing toward achieving the goal of every student producing work that demonstrates college readiness and global competence. In turn, teachers will use this ongoing formative assessment and discussion of students' work to refine and improve their instructional practices.
- Teachers and school leaders within each ISSN school and across the multi-state network with a reliable and valid system for assessing the quality of student work in relation to commonly held criteria for success. As such, the GPS will support opportunities for network wide organizational learning in support of improved practice.

The ISSN Graduation Portfolio System will be adapted from an existing Graduation Portfolio developed by the Stanford SRN in conjunction with Envision charter schools in the San Francisco Bay Area. The SRN/Envision system, which is currently used in the four Envision schools, is designed to enable students to demonstrate college level work as well as other technology and leadership skills. The main focus in the development of the ISSN GPS performance outcomes and rubrics will be on asking what needs to be refined, reworked or created in order to meet the ISSN dual goals of college readiness and global competency for all the students we serve. Similar to the process used by Stanford/Envisions, the criteria/rubrics of the GPS will be determined through a deliberative process involving content area specialists, experts in rubric development, and content area teams of teachers working in close collaboration with the ISSN and Stanford SRN project leaders.

ISSN Graduation Portfolio System is at the nexus of all ISSN curriculum, assessment, instruction and professional development work. It will drive curriculum planning and instruction in ISSN schools and synthesize previous ISSN initiatives around refined expectations for both ISSN graduates and the ISSN school design. The portfolio assessment system will also unify and systematize core aspects of the ISSN school design across all new schools in the network. Because a portfolio assessment system touches all constituents at ISSN schools—students, parents, teachers, leaders, and coaches – it will communicate and reinforce ISSN core values in concrete ways, signal the value of individualized student performance, and enable the ISSN to document and collect evidence of student growth in areas of global competence not readily reflected in most standardized measures of student achievement. As such, this work is of fundamental importance to the expansion and scale-up of the International Studies School Network secondary school model.

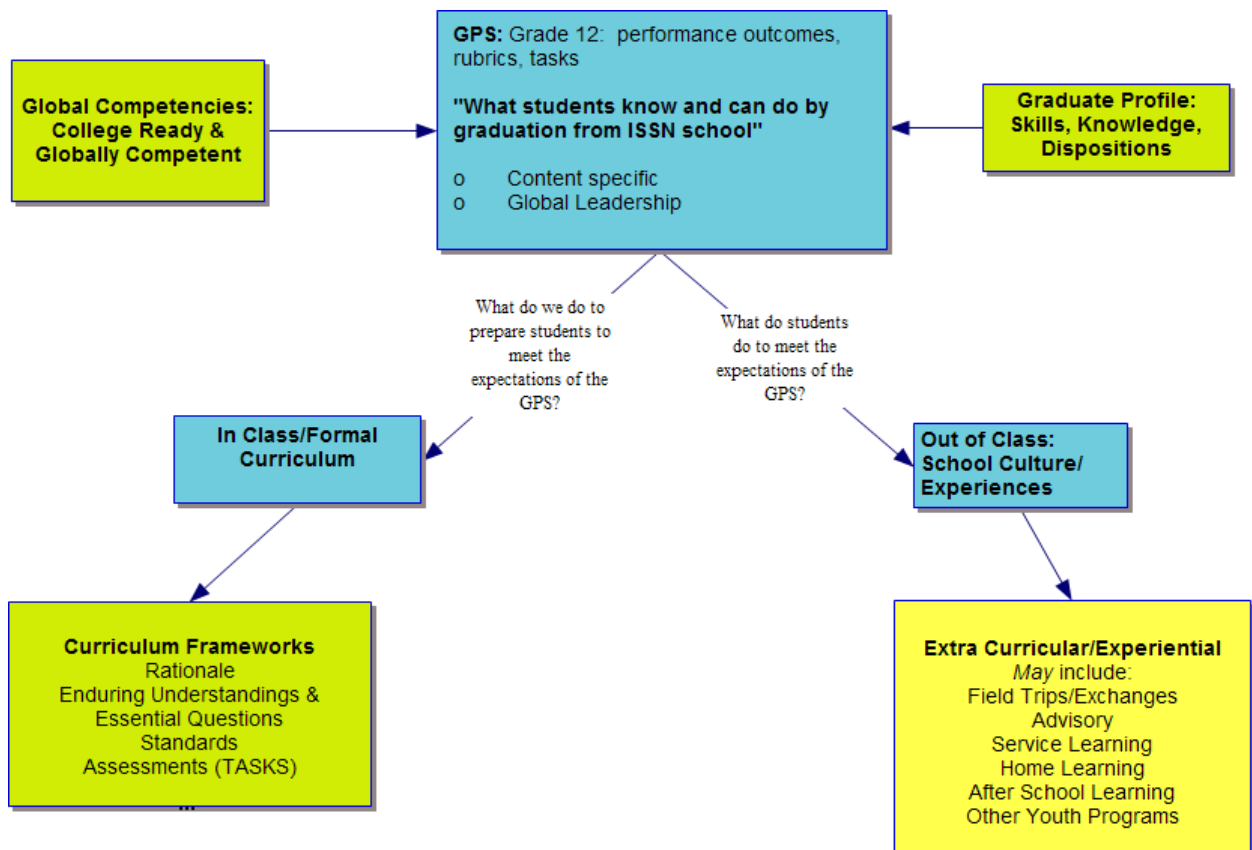


ISSN Graduation Portfolio System Components

1. *ISSN Graduate Profile*: The ISSN Graduate Profile provides a vision of the knowledge, skills, and habits of mind of which ISSN students are expected to demonstrate mastery.
2. *Performance Criteria and Rubrics*: Performance criteria for the six content areas (Mathematics, History, English Language Arts, Science, Arts—Visual and Music, and World Languages) reflect enduring understandings, big ideas, skills and habits of mind that students should know about each discipline. Within each academic discipline, these performance criteria describe that which is required for students to produce college-ready and college level work that demonstrates global competence. Unlike voluminous state content standards, these performance criteria represent a much smaller set of key intellectual skills recognized within each discipline and skills that cut across disciplines that students need to be successful in college, work, and life in a global environment. In addition to these content specific criteria, an

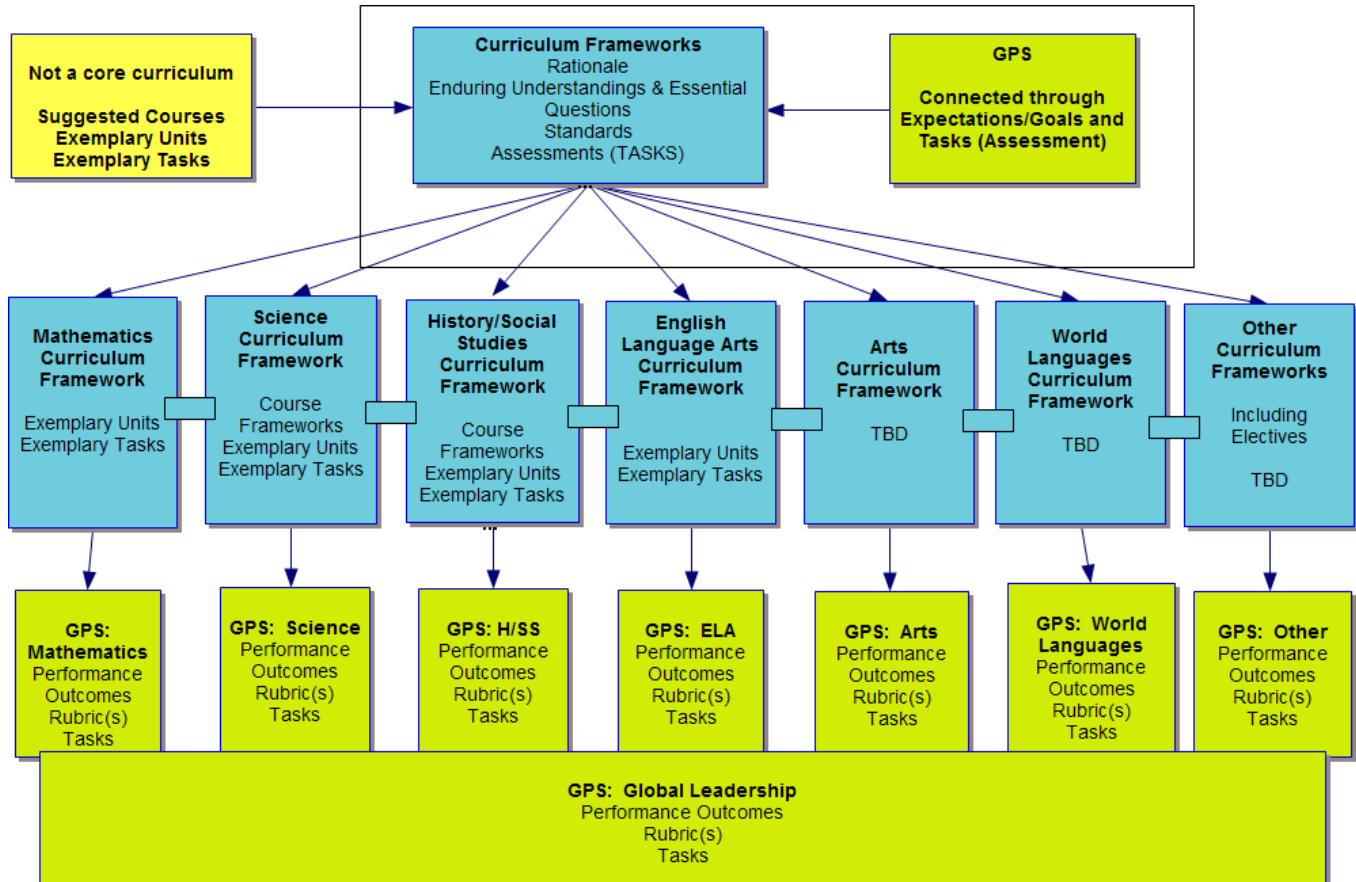
integrated set of cross-cutting criteria, *Global Leadership Performance Outcomes* will be designed to address the dispositional aspects of global competence reflected in the ISSN Graduate Profile (e.g. effectively collaborate with individuals from different cultural backgrounds and seek opportunities for intercultural teamwork). Performance criteria will be described more fully in rubrics that reflect the expectations for each content area and as assessment tasks that exemplify the caliber of assignments that a student could undertake to meet the rubric criteria.

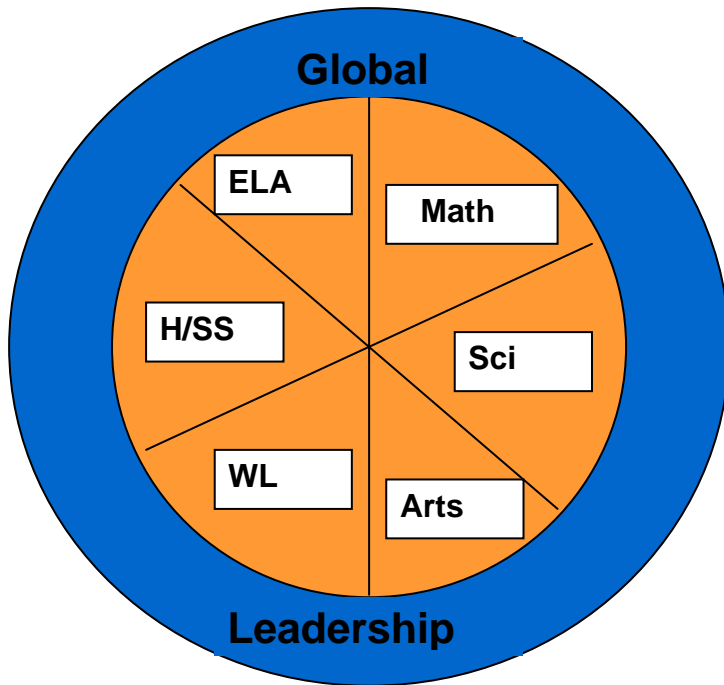
3. *Curriculum Frameworks*: A third feature of the ISSN Graduation Portfolio System is a set of Curriculum Frameworks for each of the core disciplines. These provide enduring understandings and essential questions for the content area, descriptions of recommended courses, key unit descriptions and full exemplary units. Curriculum Frameworks are designed, not to provide a lock-step core curriculum but, to provide framing information so courses in ISSN schools share common design principles and meet a common purpose within requirements for state and district standards and accountability. The curriculum frameworks also provide a scope and sequence for the content area that links together the components of GPS in a developmental sequence that includes tasks that are embedded in exemplary units for grades 9-12. Curricula included in each of the content area frameworks will continue to grow each year as schools create additional exemplary units that meet framework parameters and are shared across the network.



The GPS and Curriculum Frameworks project answers three questions about student learning:

- What do we want students to know and be able to do? (*performance outcomes*)
- How do we know that they can do it and what does it look like at different levels of performance? (*rubrics*)
- What kind of preparation do students need in order to meet these expectations (*curriculum and instruction*)





Disciplinary-based knowledge and skills are a pre-cursor to interdisciplinary thinking. The GPS and Curriculum Frameworks project establishes performance outcomes for global competence and college-readiness within and across content areas.

4. *Professional Learning:* A fourth feature of the ISSN Graduation Portfolio System will be the development of a professional learning community in each ISSN school and in the larger network. The community will gather virtually and face-to-face around professional learning that supports the implementation and ongoing development of GPS and curriculum frameworks. Formal professional learning will include protocols for planning lessons, project and curriculum units, and courses designed to support teachers in crafting classroom assignments, assessments and instructional strategies scaffolded to systematically improve students' capacity to produce work that ultimately meets the criteria of the Graduation Portfolio. Informal learning will take place as a result of teacher interests and networking/sharing across the network. ISSN development of professional learning to support GPS and Curriculum Frameworks implementation and continued development is underway and will include modules on scoring student work that will support the validation of the GPS and build teacher capacity to assess performance-based assessments.