MJUSD Graduate Profile



One Vision for Every Student

PROFILE OF A graduate

Marysville Joint Unified School District
Home · School · Community
Connected for Student Success

COLLEGE & CAREER READY

Students use feedback, reflection, and self advocacy to tackle the real world and changing workforce.

"I have a plan for my future and I know how to reach my goals."

ENGAGEMENT & LEADERSHIP

Students promote positive change and motivate themselves and others.

"I am a problem solver and I positively impact change."

PERSONAL CHARACTERISTICS

Students demonstrate integrity and respect.

"I have integrity and I am a team player."

ACADEMIC COMPETENCE

Students apply past knowledge, problem solve and make informed decisions to learn.

"I am a scholar and I know how to learn."

CULTURAL & GLOBAL COMPETENCIES

Students are global-minded citizens.

"I understand and respect others and I take action to make the world better."



Graduate Profile: Competencies at Every Grade Level





UPK-3 - *Building Blocks to Literacy*

The fundamental goal of grades UPK-3 is for students to read at grade-level. The district formally launched a UPK-3 Literacy Committee in 2022-23 to develop a comprehensive literacy plan. To help communicate this critical work to all educational partners, including students, parents, community, and staff, MJUSD developed the phrase Building Blocks to Literacy. When used or spoken throughout the district and community, this phrase helps us to unify around a key goal and collectively work together to ensure all students are reading at grade-level by the end of grade 3.

Grades 4-5 - *Developing Independent Learners*

Research shows that students who take ownership of their own learning can accelerate their achievement up to three times as fast as others (Hattie, 2009). Independent learners know what they are trying to learn, they know what success looks like, and they develop strategies and habits to reach their learning goals.





Grades 6-8 - *Connecting to My Future*

Students in grades 6-8 begin to expand their learning experiences by taking multiple classes in a variety of subjects. Students begin to exercise their choice in some of these classes and the social aspects of school like peers and friends become more important and influential than ever. The goal of this grade span is to build upon students' independent learning in grades 4-5 and help students connect to their future and prepare to transition to high school.

Grades 9-12 - *Knowing Where I Am Going*

One of MJUSD's core values centers on a shared commitment to ensure that all students are prepared for college and careers after graduating from high school. Knowing where I am going can be a difficult decision to make, whether students want to attend college, seek professional training or certification, enter the workforce, join the military, or pursue any other goal they may have. MJUSD endeavors to bring these dreams to life.



Student Voice

Student voice is about sharing thoughts and ideas in an environment underpinned by trust and respect, as well as accepting responsibility for acquiring Graduate Profile traits and competencies. MJUSD added student voice statements as an essential step to develop student agency and ownership of learning.



I am a scholar & I know how to learn.	Academic Competence
I have a plan for my future & I can reach my goals.	College & Career Ready
I have intergrity & I am a team player.	Personal Characteristics
I am a problem solver & I Impact change.	Engagement & Leadership
I understand and respect others & I take action.	Cultural & Global Competence

Grade Span Competencies and Measures



Teacher leaders representing nearly every school site, grade-level and subject matter volunteered to help make the Graduate Profile accessible for both their teaching peers and students for classroom use. Teachers broke up into grade-level spans and identified sample measures and activities tied to each graduate trait. The idea was not to generate a list of new mandates or requirements, but to highlight current practices and how they connect to Graduate Profile competencies. We see this as a starting point for site grade level conversations as we move into implementation of the Graduate Profile. The pages that follow show these grade-level spans and sample measures for each Graduate Profile trait.

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UPK-3 Building Blocks to Literacy



- **I can learn problem solving skills and apply them to academic performance.**
  We will measure this through observation of students' willingness to try and solve problems by modeling strategies.
  - **I can achieve grade level standards in English Language Arts and Mathematics.**
    We will measure this by meeting standards on the report card and classroom observation of performance.
  - **I can create short term learning goals.**
    We will measure this through observations and student conferencing on progress.
- **I can access prior knowledge to build comprehension.**
  We will measure this through strategic writing assignments.

- **I can envision my dream job.**
  We will measure this by career related days or classroom events.
  - **I can demonstrate responsibility.**
    We will measure this by task completion rates.
    - **I have pride in my work.**
      We will measure this by teacher observation and student self-reporting.
      - **I can work in groups.**
        We will measure this by time on task and teacher observation.

- **I respect other cultures and accept differences of others.**
  We will measure this by student participation in cultural events and observed by teacher.
- **I am willing to help others in need.**
  We will measure this through students' participation in can food drives, etc.
- **I show awareness for other cultures.**
  We will measure this by participation in cultural events and teacher observations of student comments.
- **I show empathy for others; being kind.**
  We will measure by role playing and providing activities. Teacher observations.

- **I can show empathy towards others.**
  We will measure this by teacher observation of students eager to help others; i.e. welcoming new student, including the student in games, etc.
  - **I am engaged in learning.**
    We will measure this by teacher observation of active participation, work completion and positive behaviors in class.

- **I am respectful of others.**
  We will measure this by group activity participation.
- **I am honest.**
  We will measure this by observing students telling the truth even when it may result in imposed consequences.
- **I am empathetic of others.**
  We will measure this by observation of students caring for others who may be hurt, angry or sad.
- **I can self regulate.**
  We will measure this by observation of students able to calm themselves when angry, frustrated and/or sad.

Developing Independent Learners

Academic Competence

- **I can demonstrate problem solving skills, collaborative skills when working with others.**
  We will measure this by students successfully completing assigned tasks.
- **I can achieve grade level standards in English Language Arts and mathematics.**
  We will measure this by meeting standards on the report card or grade-level assessments.
- **I can make informed decisions by recording progress as they are meeting their goals.**
  We will measure this by students successfully completing assigned tasks.
- **I can demonstrate perseverance in achieving their goals.**
  We will measure by mindset statements observed by staff. For example, I don't know how to do this yet.

College and Career

- **I can identify career options and goals and talk about plans for my future.**
  We will measure this by career events and career research projects.
- **I can demonstrate financial literacy.**
  We will measure this by demonstrating the value of money.
- **I can participate in college-related activities and research projects to help me see college as an achievable goal.**
  We will measure this by student participation and completion of college/related assignments.

Cultural and Global Competence

- **I am able to connect with students in my classroom, other classrooms, pen pals, or by zoom.**
  We will measure this by number of activities, student participation observed by teacher.
- **I will demonstrate cultural awareness.**
  We will measure this by teacher observed participation.
- **I will demonstrate critical and creative thinking through role playing and projects.**
  We will measure this by student participation observed by the teacher. For example, allowing students to show you what they have learned through voice and choice.

Engagement and Leadership

- **I can demonstrate leadership in social interactions with others.**
  We will measure this by teacher/staff observation.
- **I am engaged in my own learning**
  We will measure this by teacher observation of active participation, work completion and positive behaviors in class.

Personal Characteristics

- **I am respectful of others.**
  We will measure this by group activity participation.
- **I am honest.**
  We will measure this by observing students telling the truth even when it may result in imposed consequences.
- **I am empathetic of others.**
  We will measure this by observation of student caring for others who may be hurt, angry or sad.
- **I am able to resolve conflict with others.**
  We will measure this by observation of students being able to resolve conflict with their peer(s).
- **I can self regulate.**
  We will measure this by observation of student able to calm themselves when angry, frustrated and/or sad.

GR 6-8 connecting to my future

ACADEMIC COMPETENCE

- **I can demonstrate problem solving, collaborative skills when working with others.**

We will measure this by successful completion of assigned tasks.

- **I can demonstrate the ability to set short and long term goals.**

We will measure this by consistency in completing schoolwork and extra/co-curricular commitments on time.

- **I can achieve grade level standards in every subject.**

We will measure this by maintaining a 2.0 on the report card in core subject areas.

COLLEGE AND CAREER

- **I know my skills and aptitudes as they relate to potential career paths.**

We will measure this by successful completion of assigned tasks.

- **I am responsible and demonstrate effective time management.**

We will measure this by successful on-time completion of class activities and assignments and the number of As and Bs.

- **I participate in college-ready activities.**

We will measure this by number of students participating in AVID and number of students who envision going to college and have set goals to make it a reality.

- **I can demonstrate conversational skills.**

We will measure this through teacher observation.

CULTURAL AND GLOBAL COMPETENCE

- **I am involved with their community through arts/music and sports events.**

We will measure this by: Number of events and student participation.

- **I am aware of differences between cultures.**

We will measure through student advocacy and teacher observations of student involvement.

- **I understand others' diverse perspectives others.**

We will measure by teacher observations and/or meeting/class artifacts or outcomes. For example, sample essays on the topic or giving students opportunities to practice asking questions to understand.

ENGAGEMENT AND LEADERSHIP

- **I represent the school positively while participating in school events and activities.**

We will measure this by staff observation of students listening to others, considering others points of view, working with others (teachers, leaders, student groups, etc).

- **I actively participate on campus and demonstrate positive behavior and act as role model.**

We will measure this by staff/chaperone observation, feedback from community, businesses or agencies visited.

PERSONAL CHARACTERISTICS

- **I am respectful of others.**

We will measure this by group activity participation.

- **I am honest.**

We will measure this by observing students telling the truth even when it may result in imposed consequences.

- **I am empathetic of others.**

We will measure this by observation of students caring for others who may be hurt, angry or sad.

- **I am able to resolve conflict with.**

We will measure this by observation of students being able to resolve conflict with their peer(s).

- **I can self regulate.**

We will measure this by observation of students able to calm themselves when angry, frustrated and/or sad.

Grades 9 - 12

KNOWING WHERE I AM GOING

Academic Competence

- **I can demonstrate problem solving and collaborative skills.**

We will measure this by meeting the requirements for graduation.

- **I can demonstrate the ability to achieve goals.**

We will measure this by successfully completing A-G or a CTE/Career Pathway.

- **I can achieve grade level standards in every subject.**

We will measure this by maintaining a 2.0 on the report card in core subject areas.



Cultural and Global Competence

- **I will participate in: Building in space where students feel safe to take a leap, having a place for community helps students and teachers.**

We will measure this by: the number of participants and the number of opportunities or places available to students by paying attention to non-verbal behaviors.

- **I will participate in a culturally diverse community by encouraging and providing voice.**

We will measure this by: students volunteering at local community cultural events to make a connection.

- **I will participate in teaching others that it's okay to have differences and keep those conversations open.**

We will measure through teacher observations, number of activities.



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We will measure this by group activity participation.

- **I am honest.**

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- **I am empathetic of others.**

We will measure this by observation of student caring for others who may be hurt, angry or sad.

- **I am able to resolve conflict with others.**

We will measure this by observation of students being able to resolve conflict with their peer(s).

- **I can self regulate.**

We will measure this by observation of student able to calm themselves when angry, frustrated and/or sad.



College and Career

- **I can narrow future career goals and research requirements to achieve entry-level employment.**

We will measure this by the number of students qualified for A-G and students enrolled in CTE pathways.

- **I am ready to choose my post high school pathway.**

We will measure this by counselor and teacher monitoring of career plans and identification of colleges or trade schools.

- **I can demonstrate the 4Cs- Communication, Collaboration, Creativity and Critical Thinking.**

We will measure this through teacher, counselor, and administrator observations.

- **I am committed to civic engagement.**

We will measure this by the number of students involved in extracurricular activities and number of community service hours earned.

Engagement and Leadership

- **I can take charge of my own learning.**

We will measure this by staff observation, task completion and selecting and pursuing a college/career pathway.

- **I provide feedback on what I need or like and give input to the school on school issues.**

We will be measure by student participation in surveys, clubs and committees