

Portfolio and Capstone Guidebook

**Asia Society – Partnership for Global Learning
Capstone Work Group, January 2015**

The information for the capstone project was created by the Graduation Guidelines Capstone Work Group. For a list of the members of the work group or for a copy of the [Capstone and Portfolio Guidebook](#), click [here](#).

Promising Practices

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Capstone Presentation Rubric

DCIS Senior Presentation Rubric- Global Leadership Outcomes

| Scoring Dimension | Emerging | Developing | Proficient/College Ready | Advanced/College Level | Comments |
|---|---|---|--|---|----------|
| <p>Investigate the World <i>Students investigate the world by asking questions, analyzing and synthesizing evidence, and drawing well-founded conclusions.</i> Evidence to consider: Description of research paper Passage; reflections on travel; study of current or historical issues; extracurricular activities related to learning about global issues; taking college classes; exploring the world through the arts and other media</p> | <p>Describes Passages and other research in a general way:</p> <ul style="list-style-type: none"> ▪ Does not connect academics to life experience ▪ Describes research as “about” a topic, not based on a question ▪ Uses a few sources ▪ Summarizes evidence ▪ States conclusions without referring to evidence | <p>Displays skills in some of the steps of the research process:</p> <ul style="list-style-type: none"> ▪ Makes connections between academics and life experience ▪ Formulates clear research questions ▪ Uses multiple sources for evidence ▪ Integrates evidence to summarize ▪ Forms a position based on evidence | <p>Demonstrates college-ready mastery of research skills:</p> <ul style="list-style-type: none"> ▪ Describes connections between academics and life experience ▪ Organizes research around significant research question(s) ▪ Employs a variety of reliable sources ▪ Analyzes & synthesizes evidence from sources ▪ Supports a position with strong evidence | <p>Demonstrates habits of a lifelong inquirer and college-level researcher:</p> <ul style="list-style-type: none"> ▪ Seeks out opportunities to learn through academics as well as life experience ▪ Intellectually curious, asks provocative questions ▪ Evaluates multiple sources for reliability and balance ▪ Skillfully analyzes and synthesizes evidence from a variety of sources ▪ Takes an original position and defends it convincingly | |

| Scoring Dimension | Emerging | Developing | Proficient/College Ready | Advanced/College Level | Comments |
|---|---|---|--|--|----------|
| <p>Recognize Perspectives <i>Students recognize, articulate, and apply an understanding of different perspectives, including their own.</i></p> <p>Evidence to consider: discussion of customs, values of other cultures; ways that world languages express cultural perspectives; alternative positions on issues; considering multiple perspectives on historical events; articulation of personal perspectives, values/philosophy, ability to view the world through other cultural perspectives</p> | <p>Describes personal ideas and those of others without linking them to perspectives:</p> <ul style="list-style-type: none"> ▪ Events discussed without referring to effect on perspectives and behavior ▪ Limited awareness of historical or cultural influence on behavior/perception ▪ Lack of evidence of understanding other cultural perspectives ▪ Design and theme of presentation not linked to personal perspective | <p>Identifies perspectives in academic work as well as personal experience:</p> <ul style="list-style-type: none"> ▪ Mentions influences on perspectives and behavior ▪ Links historical and cultural influences with behavior/perception ▪ Evidence of ability to view the world through other cultural perspectives ▪ Design and theme of presentation imply a personal perspective | <p>Analyzes perspectives in academic work as well as personal reflection:</p> <ul style="list-style-type: none"> ▪ Explains influences on perspectives and behavior ▪ Explains historical and cultural influences on behavior/perception ▪ Clear evidence of ability to view the world through other cultural perspectives ▪ Design and theme of presentation express a personal perspective | <p>Thoughtfully articulates and analyzes personal perspectives and those of others:</p> <ul style="list-style-type: none"> ▪ Explains influences that mold perspectives and behavior ▪ Insightfully analyzes effects of history and culture on behavior/perception ▪ Interculturally competent, demonstrates a mature ability to view the world through other cultural perspectives ▪ Design and theme of presentation creatively express personal perspective | |

| Scoring Dimension | Emerging | Developing | Proficient/College Ready | Advanced/ College Level | Comments |
|---|--|--|--|--|----------|
| <p>Communicate Ideas <i>Students select and apply appropriate tools/strategies to communicate and collaborate effectively, meeting the needs and expectations of diverse individuals and groups.</i></p> <p>Evidence to consider: Public speaking skills; use of media; use of world language; responses to questions and feedback; evidence of communication with other cultures; projects such as newspapers, journals, blogs, drama, art, concerts.</p> | <p>Presentation lacks energy and a clear identity</p> <ul style="list-style-type: none"> ▪ Voice, body language, and/or eye contact could be improved ▪ No evidence of world language proficiency ▪ No clear personal message or theme ▪ Lack of connection with audience ▪ Mostly verbal with few visuals, artifacts, etc. | <p>Presentation is inconsistent, with a mix of strengths and weaknesses</p> <ul style="list-style-type: none"> ▪ Good presentation skills ▪ Uses some world language phrases ▪ Personal message evident but not consistent ▪ Audience attentive though passive ▪ Includes different types of media | <p>Excellent presentation— student communicates clearly, using stories/examples to provide depth</p> <ul style="list-style-type: none"> ▪ Strong presentation skills (voice, etc.) ▪ Demonstrates world language proficiency ▪ Conveys coherent personal message throughout ▪ Audience is engaged and responsive ▪ Creative mix of media | <p>A model presentation—dynamic and thoroughly engaging:</p> <ul style="list-style-type: none"> ▪ Demonstrates college- level presentation skills ▪ Demonstrates fluency in world language(s) ▪ Presentation projects an inspiring personal message ▪ Establishes an authentic connection with the audience ▪ Technology/arts/artifacts enhance presentation, making it a visual and auditory experience. | |
| <p>Take Action <i>Students translate their ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions.</i></p> <p>Evidence to consider: Collaborative projects on the school level to effect change (forming new clubs; activities, changes in school culture); involvement in projects on community, national, or international level; authentic applications of learning; evidence of project planning; consideration of alternative actions; reflection on ability to promote change</p> | <p><i>In presentation, does not include service or taking action as part of their education</i></p> <ul style="list-style-type: none"> ▪ No mention of program service activities or examples of taking action themselves ▪ Focuses on personal and school world more than community, national, or global level ▪ Extracurricular activities not related to any form of service ▪ Discusses change as something that happens <u>to</u> them rather than <u>by</u> them | <p><i>Describes some experiences participating in service and other forms of taking action:</i></p> <ul style="list-style-type: none"> ▪ Service activities completed to fulfill requirements ▪ Expresses opinions on local, national, global issues ▪ Supports some group actions like those of a club or outside group but not sustained over time ▪ Acknowledges the value of service and taking action | <p><i>Collaborates as a group member to effect significant change:</i></p> <ul style="list-style-type: none"> ▪ Actively participates in groups that have changed lives in our school, community, nation, or globally ▪ Keeps informed on public issues as an active citizen ▪ Contributes significantly to the success of projects initiated by others ▪ Demonstrates a clear understanding of the importance of action and service | <p><i>Demonstrates mature leadership in collaborating with others to effect significant change:</i></p> <ul style="list-style-type: none"> ▪ Initiates projects that influence others in our school, community, nation, or world ▪ Takes a public stand on one or more issue(s) as an active, responsible citizen ▪ Demonstrates leadership by helping others get involved and creating sustainable activities ▪ Reflects thoughtfully on an individual’s ability to promote change, e.g., commitment to being a change agent in career or community | |

| Scoring Dimension | Emerging | Developing | Proficient/College Ready | Advanced/ College Level | Comments |
|---|--|--|--|--|----------|
| <p>Personal Growth/Reflection Students reflect on and evaluate personal and academic growth, providing clear evidence/examples and identifying major influences.</p> <p>Evidence to consider: Explanation of personal and academic growth, evidence presented, understanding of influences on growth and sources of motivation; appropriate professional demeanor in presentation itself (respect for the occasion, high expectations for themselves and others, focus on demonstrating proficiency)</p> | <p><i>Presentation lacks evidence of careful reflection on personal and/or academic growth</i></p> <ul style="list-style-type: none"> ▪ List some personal strengths& weaknesses ▪ Academics limited to listing classes taken, social aspects rather than what was learned ▪ Describes personal experience, not growth ▪ Style too informal—focus on being entertaining more than demonstrating growth | <p><i>Examples of personal and/or academic growth are included, not in depth</i></p> <ul style="list-style-type: none"> ▪ Discusses some personal strengths and weaknesses ▪ Describes at least one key academic experience ▪ Identifies areas of personal growth without examples of influences ▪ Presentation is a mix of being professional and overly informal | <p><i>Convincing evidence of personal and academic growth</i></p> <ul style="list-style-type: none"> ▪ Explains personal strengths and weaknesses supported by evidence ▪ Focuses on several key academic experiences and their impact ▪ Identifies key areas of personal growth, linking them to events and experiences ▪ Maintains professional demeanor | <p><i>Demonstrates mature understanding of his/her personal and academic growth:</i></p> <ul style="list-style-type: none"> ▪ Shares insights into personal strengths and weaknesses ▪ Describes how key academic and life experiences led to intellectual growth and curiosity ▪ Reflects thoughtfully on personal growth, demonstrating unusual insight and motivation to continue growth ▪ Exemplary professional demeanor-- a model for younger students | |

Overall Performance: (circle)

Emerging Developing Proficient/College Ready Advanced/ College Level

Overall Comments:

Grade 12 English Capstone Course Content and Performance Expectations

Virginia's College and Career Ready Initiative Grade 12 English Capstone Course Content and Performance Expectations

Course Purpose and Description

Virginia's *College and Career Ready English Performance Expectations* grade 12 capstone course contains high-interest contextualized content designed to give certain students an additional boost for competent and successful entry into college and careers. The course will add to students' preparation for critical reading, college and workplace writing, and career-ready communications by enhancing skills in reading, the writing process, and creation of effective texts, and effective communications (speaking, listening, and collaborating).

The course will augment skills in critical reading; critical thinking; the fundamentals of academic writing; and exposition, persuasion, and argumentation. Through the writing process, students will refine topics; develop and support ideas and hypotheses; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Writing activities will include expository, persuasive, and argumentative texts.

The course is designed for students who 1) have satisfactorily completed the Standards of Learning English 11 course; 2) have achieved at least minimum proficiency on **both** the end-of-course English reading and writing assessments; and 3) are college intending, but may not be fully college ready.

The course may also support students who meet the same academic requirements but plan to enter the work force (prepared for further work force training) directly after graduating from high school.

General Content Goals for the English Capstone Course

The grade 12 English capstone course will meet the following goals:

- Students will apply a variety of reading strategies to assess their own comprehension and analysis of written text and synthesize information to support their thinking, speaking, writing, and further reading;
- Students will apply all phases of the writing process, including prewriting, drafting, revising, editing, and reflecting at the college-entry level and will comprehend that writing develops through experience; and
- Students will apply a variety of oral communication strategies for diverse purposes and audiences, track and analyze spoken details, make deliberate choices of language, introduce and close points, and gauge effects in sharing, persuading, and arguing.
- Integrate the College and Career Ready English Performance Expectations (EPE) into an applied, skill-reinforcing program of intensive research, reading, writing, and communicating;
- Provide a substantial, analytical focus on exposition, persuasion, and argumentation in writing and presenting; build upon topics both provided by the teacher and generated by students;
- Use and reinforce content reading and analysis from a variety of areas, such as media, sports, entertainment, health, natural resources, environment, weather, agriculture, energy-use and production, economics, labor, population and demographics, and science, etc.;
- Use presentation and other communication technologies to develop, refine, and share texts to a variety of audiences;
- Incorporate research using primary and secondary sources;
- Provide opportunities for individual and collaborative investigation and performance; Augment skills in self and peer editing;
- Require high interest, high-level problem solving, decision making, analysis, and critical thinking, and evaluation in content and current-event contexts; and
- Align with the division/school curriculum to **minimize or eliminate** overlap with English 12 content.

Capstone Course Content and Delivery

The grade 12 English capstone course will:

- Comprise an intensive writing, reading, and communications program designed to augment certain twelfth-grade students' college- and career-readiness skills primarily in English;
- Be grounded in Virginia's College and Career Ready English Performance Expectations and offer a full-year course that directly supports the goals and program objectives;
- Be based on a range of task modules requiring intensive writing, reading, speaking and listening, research, use of technology, individual and group performances and presentations, and other modern college and career skills while applying academic content;
- Utilize reading, writing, and communicating prompts and tasks that will:
 - meet the level of achievement specified in *Virginia's College and Career Ready English Performance Expectations*;
 - be based on high interest topics;
 - use practical applications from news media, technical public-domain and commercial documents, and literature;
 - draw additional content from a full range of general and applied academic disciplines and professional communities (e.g., lawyers, sports writers, clothing designers, etc);
 - demonstrate spiraling of content and increasing complexity;
 - provide opportunities for students' individual and small- and large-group work;
 - require systematic research;
 - utilize word processing, presentation software, and graphics applications; and
 - require recognized standards for source documentation in final products.

Instructional Content and Skills

The English capstone course will include:

- Vocabulary analysis, development, and acquisition
- Techniques of reading for comprehension, glean key information, and retention of information for organized recall and critical analysis
- The writing process: prewriting, drafting, revising, editing, and reflecting
- Purpose, audience, and voice
- Focus and unity
- Organization, including introductions and conclusions Expository, argumentative, and persuasive strategies Locating print and electronic source materials Evaluating source quality and evidence
- Synthesizing sources
- Summary, paraphrase, and direct quoting
- Bibliography / list of works cited Clarity: syntax, semantics, and diction Sentence variety and coherence
- Peer collaboration
- Usage and mechanics
- Comprehending assignments through one-way communications and group discussions
- Refining and enhancing communication skills (speaking, listening, and collaborating) needed for diverse audiences and purposes.

The grade 12 English capstone course will not:

- Focus on discrete English skills in isolation of meaningful content or purpose; Serve as a program to remediate below-proficient skill attainment;
- Provide a required English standard credit; and
Focus on American, English, world literature, or any literary genre as a significant area of study.

English College and Career Readiness Performance Expectations (Virginia)

Reading

VOCABULARY

1. Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
2. Apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
3. Demonstrate understanding of word relationships and nuances in word meanings.
4. Discriminate between connotative and denotative meanings and interpret the connotation.
5. Use context, structure, and connotations to determine meanings of words and phrases.
6. Expand general and specialized vocabulary through speaking, reading, and writing.

NONFICTION READING

7. Read and analyze a variety of nonfiction texts.
8. Use reading strategies throughout the reading process to monitor comprehension.
9. Identify author's main idea and purpose.
10. Summarize text relating supporting details.
11. Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.
12. Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.

LITERARY READING

13. Read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.
14. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.
15. Explain the influence of historical context on the form, style, and point of view of a written work.

READING ANALYSIS and CRITICAL READING

16. Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.
17. Draw conclusions and make inferences on explicit and implied information using textual support.
18. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
19. Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author's purpose.
20. Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
21. Critically evaluate the accuracy, quality, and validity of the information.

Writing

COMPOSING

22. Write clear and varied sentences, clarifying ideas with precise and relevant evidence.
23. Arrange paragraphs into a logical progression.
24. Clarify and defend a position with precise and relevant evidence.
25. Draw evidence from literary or informational texts to support analysis, reflection, and research.
26. Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
27. Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
28. Analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.
29. Synthesize information to support the thesis and present information in a logical manner.
30. Develop narrative, expository, and persuasive writings for a variety of audiences and purposes.
31. Develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.
32. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

REVISION and EDITING

33. Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.
34. Revise writing for clarity of content, depth of information and technique of presentation.
35. Self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
36. Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
37. Use computer technology to plan, draft, revise, edit, and publish writing.

DOCUMENTATION and ETHICS

38. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
39. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

Communicating

SPEAKING

40. Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
41. Use details, illustrations, statistics, comparisons, and analogies to support the presentation.
42. Present evidence clearly and convincingly.
43. Use media, visual literacy, and technology skills to create and support the presentation.

LISTENING

44. Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations.
45. Monitor listening and use a variety of active listening strategies to make evaluations.
46. Analyze, produce, and examine similarities and differences between visual and verbal media messages.
47. Determine the author's purpose and intended effect on the audience for media messages.
48. Analyze and interpret others' presentations.

COLLABORATING

49. Participate in, collaborate in, and report on small-group learning activities.
50. Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
51. Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.

College Success Portfolio Overview

Envision Schools

College Success Portfolio Overview

Our BIG Goal

At Envision Schools we are focused on rigor. By rigor we don't mean more content. We mean complexity: the ability to think like an historian or mathematician, the ability to know and use the leadership skills necessary in college and life, and the ability to reflect about one's personal journey as a learner. In short, we are about students *knowing, doing* and *reflecting*.

Profile of an Envision Schools Graduate

Envision Schools graduates are ready for success in college and future careers because they know, do and reflect.

Envision graduates KNOW. They:

- Master academic subjects which makes it possible to:
 - meet the University of California's A-G Requirements
 - pass the California High School Exit Exam
 - show proficiency on the California Standards Tests
 - perform successfully on college entrance exams

Being put in a position to articulate a concept to an audience takes a greater comprehension than just learning the idea for yourself. By talking about the project, I deepened my own knowledge of the math we were learning.
- Envision Graduate

Envision graduates DO. They:

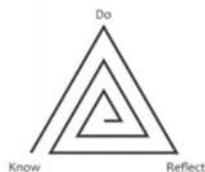
As I began to draft this paper, it was clear I needed more information on specific areas, so as I wrote I also had to research more.
- Envision Graduate

- Use core competencies required to perform the role of a college student: inquiry, analysis, research, and creative expression in core content areas
- Use 21st Century Leadership Skills: Communicate Powerfully, Think Critically, Collaborate Productively, and Complete Projects Effectively
- Participate in at least one Workplace Learning Experience in which they do real work and complete a project that not only benefits their workplace, but demonstrates their ability to use leadership skills as well as inquire, analyze, research, or express themselves creatively in the workplace

Envision graduates REFLECT. They:

- Recognize and acknowledge growth, accomplishments and successes as well as areas of future growth and development
- Revise work to proficiency based on feedback from teachers and peers

Before I was not so fond of revisions, but now I can't get enough of them. The reason behind this is because it's constantly showing that I grow continually everyday and that's something that I don't acknowledge too often.
- Envision Graduate



A cycle of knowing, doing, and reflecting exists at each level of the portfolio experience. Ultimately, students build towards becoming a balanced graduate, who *knows* their academic subjects, shows what they can *do* through their competencies and leadership skills, and *reflects* on their learning in order to deepen their knowledge and skills. Within each of the competencies, students also cycle through *knowing* (learning content), *doing* (applying), and *reflecting* as they bring their artifact to proficiency.

How do we get there?

At its core, our approach to teaching *knowing, doing and reflecting* is projects.



Project Based Learning (PBL) is a teaching approach, a mindset, and a framework for teaching skills and content. Through projects, students not only show what they *know*, they apply their knowledge (show what they can *do*.) Project/s can also scaffold the learning leading up to a portfolio artifact, or be an application of learning following an artifact. Interdisciplinary projects and exhibitions should result in at least one or more portfolio artifacts. *For more information on projects, see "What is PBL?" in the third section: Supporting Materials and Documents.*

Teachers map backwards from the College Success Portfolio tasks and content standards. To do this effectively, it means giving the students multiple chances to practice elements of the portfolio tasks. Through project based learning, students get this practice of showing what they *know* and can *do*, and continually *reflect* on their growth in the leadership skills they use. Ultimately, our goal is that this practice and reflection lead to proficiency in the competencies assessed in the College Success Portfolio.

The College Success Portfolio and Defense is our capstone activity that pulls *knowing, doing and reflecting* into one place, into one moment. It is the final inquiry, the final essential question the final exhibition- a culmination of a 4-year *project* (or 2 years for our sophomores).

I have been prepared for the past four years to defend my ideas.
- Envision Graduate

The Portfolio is organized by type of task not subject area:

A completed Benchmark Portfolio has four proficient deep pieces of work (artifacts), a reflection for each artifact & a cover letter:

- Research Paper
- Analysis
- Inquiry
- Creative Expression

Students choose 3 of these artifacts to defend.

A completed College Success Portfolio has five proficient deep pieces of work (artifacts), a reflection for each artifact & a cover letter:

- Research Paper
- Analysis
- Inquiry
- Creative Expression
- Workplace Learning Experience

Students choose 3 of these artifacts to defend.

Benchmark/College Success Portfolio Defense Agenda

As the culminating opportunity for students to demonstrate their learning and college readiness, students will identify and defend THREE of their **certified work artifacts** from completed artifacts in each course. Using this work as the body of evidence, the student will defend his or her mastery of the Envision Schools 21st Century Leadership Skills, and demonstrate how the presented work both meets the school's criteria for graduation and supports his or her personal and professional goals.

The Agenda*

- Welcome and Introductions ~2 minutes
- Overview of the Agenda, Norms and Roles ~3 minutes
- Student's Introduction and Presentation of 1st Artifact ~15 minutes
 - Student's Defense of 1st Artifact (Q and A) ~5 minutes
- Student's Presentation of 2nd Artifact ~10 minutes
 - Student Defense of 2nd Artifact (Q and A) ~5 minutes
- Student's Presentation of 3rd Artifact ~10 minutes
 - Student Defense of 3rd Artifact (Q and A) ~5 minutes
- Student's Conclusion ~5 minutes
 - Final Overall Defense (Q and A) ~5 minutes
- Panel Deliberation and Assessment ~10 minutes
- Closing Discussion and Reflection ~5 minutes

* These times are based on the increased rigor of the 12th grade College Success Portfolio. 10th grade Benchmark Portfolio defenses will most likely be shorter.

Profile of a High School Graduate

Asia Society International Studies Schools Network (ISSN)

The goal of the Asia Society International Studies Schools Network (ISSN) is that every student who graduates from an ISSN school possesses the knowledge, skills, and habits of mind necessary to succeed and contribute in the 21st century global environment. It is a goal for each and every ISSN student; our mission is excellence and equity in the global era. The following is a profile of the attributes we strive to develop in each ISSN high school graduate.

ISSN graduates are **Ready for College**. They:

- Earn a high school diploma by completing a college-preparatory, globally focused course of study requiring the demonstration of college level work across the curriculum.
- Have the experience of achieving expertise by researching, understanding, and developing new knowledge about a world culture or an internationally relevant issue.
- Learn how to manage their own learning by identifying options, evaluating opportunities, and organizing educational experiences that will enable them to work and live in a global society.
- Graduate with all options open for post-secondary education, work and service.

ISSN graduates have the **Knowledge required in the Global Era**. They understand:

- Mathematics as a universal way to make sense of the world, solve complex, authentic problems, and communicate their understandings using the symbols, language, and conventions of mathematics.
- Critical scientific concepts, engage in scientific reasoning, and apply the processes of scientific inquiry to understand the world and explore possible solutions to global problems.
- How the geography of natural and man-made phenomena influences cultural development as well as historical and contemporary world events.
- The history of major world events and cultures and utilize this understanding to analyze and interpret contemporary world issues.
- Arts and literature and use them as lenses through which to view nature, society, and culture as well as to express ideas and emotions.

ISSN graduates are **Skilled for Success in a Global Environment**. They:

- Are “literate for the 21st century” – proficient in reading, writing, viewing, listening, and speaking in English and in one or more other world languages.
- Demonstrate creative and complex thinking and problem solving skills by analyzing and producing viable solutions to problems with no known or single right answer.
- Use digital media and technology to access and evaluate information from around the world and effectively communicate, synthesize, and create new knowledge.
- Make healthy decisions that enhance their physical, mental, and emotional well-being.

ISSN graduates are **Connected to the World**. They:

- Effectively collaborate with individuals from different cultural backgrounds and seek out opportunities for intercultural teamwork.
- Analyze and evaluate global issues from multiple perspectives.
- Understand how the world's people and institutions are interconnected and how critical international economic, political, technological, environmental, and social systems operate interdependently across nations and regions.
- Accept responsibilities of global citizenship and make ethical decisions and responsible choices that contribute to the development of a more just, peaceful, and sustainable world.