















Graduate Profile Quality Criteria Check

Form		Yes	Content		Yes
	Is your grad profile comprised of 7 or fewer big categories?			Is the grad profile made up of complex cognitive skills, not values?	
	Does your grad profile fit on one page?			Is it possible to describe what proficiency looks like for each skill listed in the grad profile? Is that description of proficiency measuring the work, and not the person?	
	Is your grad profile displayed graphically or visually?			Are the skills of the grad profile cross-disciplinary?	
	Is your grad profile organized into an easy to memorize framework?			Are the skills of the grad profile applicable beyond school, do they extend to college or career? <ul style="list-style-type: none"> • Would you see these skills in a job description? • Are they necessary in the adult world? 	
	Does your grad profile use inclusive language, especially for students?			Does your grad profile synthesize all of the outcomes for which the school is responsible (Common Core, district, school, pathway, etc.)?	
	Is the student the subject of the sentences in your grad profile?			Are the big categories of your grad profile distinct enough that a student can be good in one and struggling in another?	
	Do you provide succinct definitions for each of the big categories of the grad profile?			Does your grad profile challenge the current default setting of education in your context? Is it pushing against “business as usual” in some way?	
Notes:			Notes:		