

*Serviced in
partnership with*



CBL PARTNERS PROGRAM:
**Graduate Profile
Progress Reporting**

PROGRAM OVERVIEW

Graduate Profile Progress Report

COMMON PAIN POINTS

The Graduate Profile Progress Report Program might be right for your school or system if any of the following are true for you:

- You have a Graduate Profile that captures your vision for all learners, but you haven't found a consistent or systematic way to measure or report on progress toward it.
- You've been on the journey toward more meaningful and authentic assessments, and you're ready to systematize quality assessment policies and practices.
- You have a strong desire to report learning progress—not just grades—and to intentionally celebrate growth.
- You've struggled to find the right tech to enable competency-based reporting in the way you need it.

SCHOOL/SYSTEM SOLUTION



Pilot Beacon Learning with wrap-around implementation support:

- ★ Use Beacon's unique competency-based assessment and reporting platform to track and report on progress toward your Graduate Profile
- ★ Experience best-in-class professional development and change leadership support

PLATFORM SPOTLIGHT

Graduate Profile Progress Report



A leader in competency-based assessment, tracking, and reporting technology

WHY BEACON LEARNING?

- **It was created by educators ([Building 21](#)) with real expertise.** The nonprofit Building 21 operates two PCBL schools, and supports a growing network of over 40 competency-based schools across the country. They have deep experience with implementation.
- **The platform is highly flexible, allowing for unparalleled levels of customization** based on the specific needs and vision of a school or district community.
- **It offers a unique solution for personalized learning plans and custom progress reports.** Building 21 specializes in flexible, personalized data visualizations and reporting.

PLATFORM SPOTLIGHT

Graduate Profile Progress Report



A SOLUTION FOR: Graduate Profile Progress Reporting

- Competencies + standards tracking
- Aligned assessment log set up
- Simple teacher scoring/rating data entry
- Automated *Graduate Profile Progress Report* generation and digital sharing and viewing

A SOLUTION FOR: PCBL-aligned LMS & Personalized Learning Plans

- Student project/task management
- T/S Competency growth and performance dashboard
- Personalized Learning Plans and progress reporting
- Flexible configuration of crediting and advancement logic, based on portfolios of learning evidence

PLATFORM SPOTLIGHT

Graduate Profile Progress Report

Graduate Profile Progress Report

How does it work?

- Building 21 designs a custom progress report for a school or district
- Teachers enter student work ratings into Beacon using the pre-populated Profile-aligned skill progressions
- Assessment data from students' competency dashboards feeds the progress report
- Students and families have access to real-time student progress snapshots toward a designated grade-level benchmark (By 8th grade...) or "graduation ready" performance level



PLATFORM SPOTLIGHT

Graduate Profile Progress Report

Student Competency Dashboard

How does it work?

- Beacon’s LMS features (recommended for grade 3+) allows for flexible, multi-step performance tasks, projects, or learning experiences tagged to pre-loaded learning outcomes (e.g., standards, competencies)
- Students submit artifacts as evidence of learning, and teachers rate the artifacts using pre-populated scoring tools
- The ratings “fill up” the portfolio for all tagged learning outcomes
- Once a portfolio is fulfilled (performance target + quantity target), the learning portfolio is credited and the learner dashboard “flips” to the next portfolio.

< Creative Expression and Communicating with Empathy* OECE

COMPETENCY	Bev Banta	Edmund Ebel	Ibrahi
Express Ideas Identify a core message, audience, purpose, and format Create, develop, and organize the message and related content Choose and apply tools, techniques, and features Revise, practice, and/or finalize Reflect on process, product, and impact	10 <small>▲</small> -0.1 50% 10.0 9.0 9.0 10.0 12.0	9.4 <small>▲</small> +1.3 50% 9.0 9.0 8.0 9.0 12.0	7.9 <small>▲</small> 7.0 7.0 8.0 9.0 10.0
Engage in Discussion Demonstrate preparedness and responsibility Pose and respond to questions Reflect on new learning	7.2 <small>▲</small> +0.5 100% 9.0 7.0 7.0	0% 8.0 5.0 7.0	8.0 5.0 7.0
Present to an Audience	7.1 <small>▲</small> +0.6 100%	5 <small>▼</small> 0 50%	5 <small>▼</small>
Create Visual Art	6.8 <small>▼</small> 0 50%	9.3 <small>▲</small> 0 50%	10.5 <small>▲</small>
Present Visual Art	10 <small>▲</small> 0 50%	7.7 <small>▲</small> 0 50%	8 <small>▲</small>

TWO-YEAR IMPLEMENTATION TIMELINE

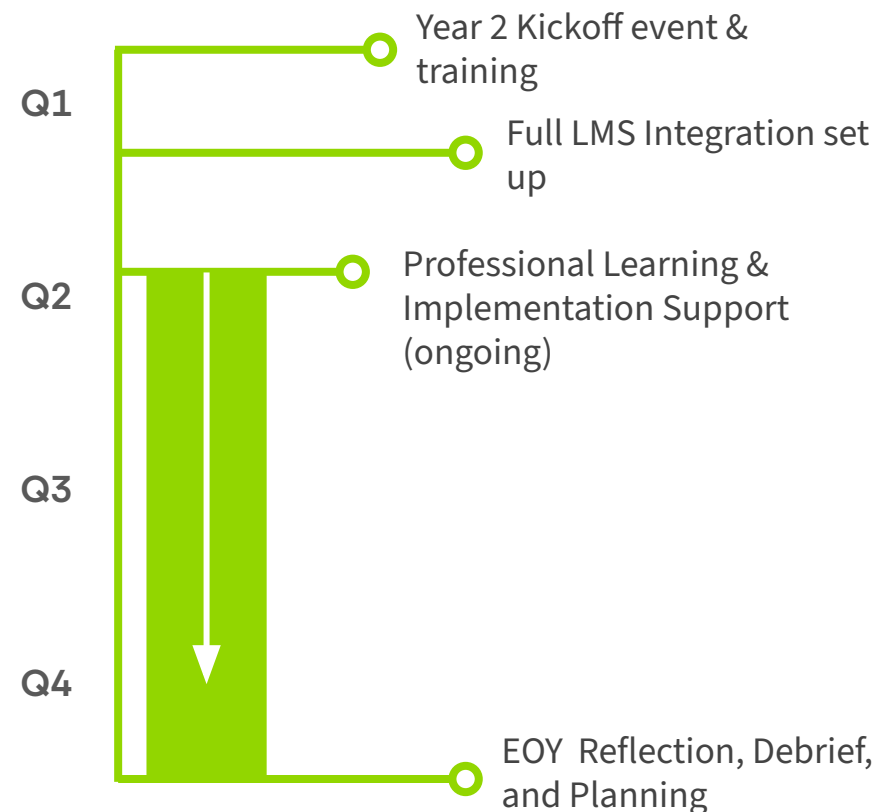
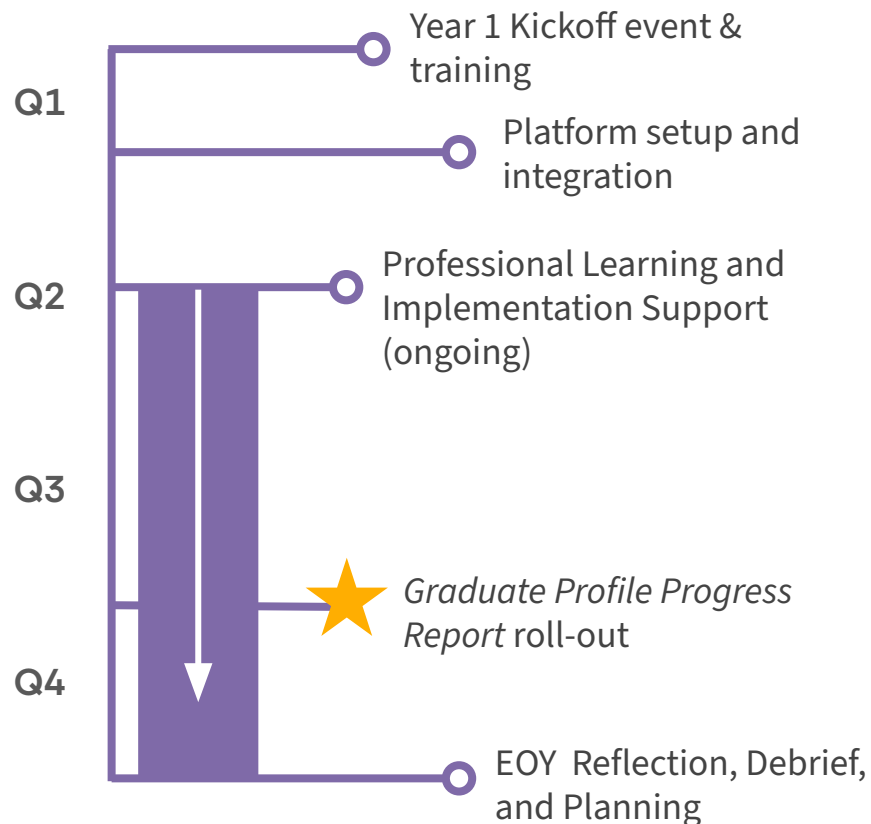
Graduate Profile Progress Report

YEAR 1 FOCUS

1. **School-wide implementation of high-quality performance assessments**, aligned to graduate profile outcomes
2. **Pilot a *Graduate Profile Progress Report***, shaped by stakeholder input

YEAR 2 FOCUS

1. **School-wide implementation of learning cycle process** to guide high-quality project and learning experience design
2. **Full LMS integration and progress reporting** using Beacon Learning





A CLOSER LOOK

VIRTUAL WORKSHOP SERIES: FIVE ESSENTIAL PRACTICES

Each workshop series includes one weekly 90-min session over a 4-8 week period. Each series is focused on one of the five topics:

- ❖ Building quality assessments aligned to Graduate Profile Competencies and other learning outcomes
- ❖ Developing quality, Profile-aligned rubrics
- ❖ Rating student artifacts using Profile-aligned assessment tools
- ❖ Faculty calibration protocols for consistent assessment practices
- ❖ Communicating with students and families about *Graduate Profile Progress Report*



A CLOSER LOOK ON-SITE LEADERSHIP COACHING

On-site coaching visits are focused on supporting engaged and effective instructional leadership. Goals and agendas are set jointly in advance. Visits may include:

- ❖ *Classroom walkthroughs and debriefs* using designated observation and learning protocols
- ❖ *Facilitation or co-facilitation* of professional learning and/or coaching conversations
- ❖ *Data gathering* (field notes, interviews, focus groups) related to specific learning agenda items
- ❖ *Intensive planning or meeting facilitation* to support a range of leadership areas, including strategy, implementation and progress monitoring, data routines, and more.