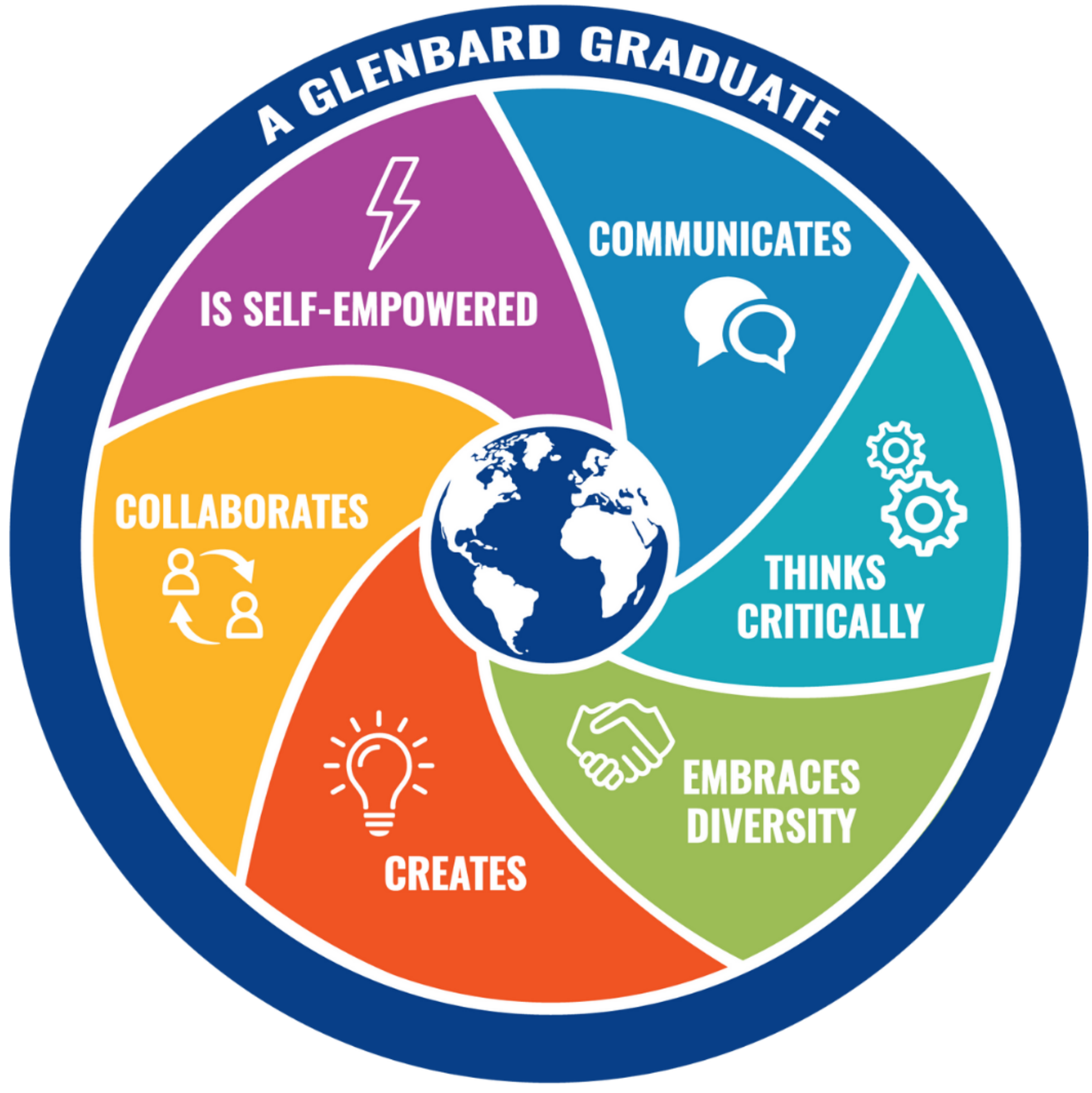




STUDENT “I CAN” STATEMENTS

IS SELF-EMPOWERED

I can make responsible decisions by setting goals and creating a plan to achieve them. I can reflect on my goals and adjust my actions in order to reach them. I am able to build and sustain healthy relationships, advocate for myself and others, and persist even when I get stuck or face challenges.

THINKS CRITICALLY

I can use my curiosity to identify and solve complex problems, making logical decisions based on evidence, and explain those decisions. I can develop a variety of solutions to a problem, while also questioning my own thinking.

CREATES

I can identify real problems in the world, including those in my local community, and find solutions to real problems in the world, including in my local community. I can use my imagination to develop new ideas and listen to consider the perspectives of others. By reflecting on my failures, I can continue to make progress, and I can use feedback from others to help me improve.

COMMUNICATES

I can properly identify my audience and purpose for communicating, and I can select the best strategies in order to achieve that purpose. I can write and speak clearly to communicate with others, while also listening respectfully and empathetically. I can start and hold meaningful conversations and connection.

EMBRACES DIVERSITY

I can understand myself and celebrate my uniqueness, while also identifying and reflecting on my own biases. I can welcome others into my community, respect people who are different from me, and make the effort to understand them. Most importantly, I can show empathy for others.

COLLABORATES

I can properly identify my audience and purpose for communicating, and I can select the best strategies in order to achieve that purpose. I can write and speak clearly to communicate with others, while also listening respectfully and empathetically. I can start and hold meaningful conversations and connection.

Portrait of a Graduate

- Launched in 2019 with broad community input
- Builds on the 4Cs plus self-empowered and embracing diversity
- Aligned with our Portrait of an Educator, reflecting shared district values

Portrait to Practice

- Five full-day and two half-day trainings equip staff to teach competencies
- Student self-reflection tools created by instructional coaches promote goal setting and growth tracking
- Reflecting on the competencies provides common language for reinforcement across classrooms

Portrait to Impact

- Sophomore English final assessment centers on Portrait traits through reflection and argument
- Students compose authentic letters to principals, applying life skills to real-world audiences
- Students engage in self-assessment and metacognitive reflection in order to recognize progress and to empower them as learners and thinkers

GLENBARD DISTRICT 87 GRADE TEN SEMESTER TWO EXAM

Prompt:
You are halfway through your high school career, and in two years, you will be a Glenbard graduate! The Profile of a Graduate is Glenbard District 87's vision that identifies the abilities and qualities that characterize our graduates and guides our work to advance how we prepare students for college, careers, and life.

After examining the Profile of a Graduate traits and watching the video from your building principal, write a letter to your principal making an argument for how your growth as an English student this year has moved you closer to developing the Profile of a Graduate traits that your teacher has outlined for you.

A Glenbard Graduate...

- Communicates
- Thinks Critically
- Embraces Diversity
- Creates
- Collaborates
- Empowers Themselves

Claim: Answer the question "how has your growth as an English student this year moved you closer to developing two specific GOP traits?"

Evidence: Reflect upon the assignments completed this semester and select the assignments that illustrate your trait development.

- Your "evidence" will be anecdotal, meaning that you are explaining the context of the assignment.
- Those assignments can be included in an appendix for reference.

Analysis: For each assignment, provide specific examples of your work and explain how this evidence illustrates the trait you mentioned in your claim.

Conclusion: In the last paragraph, address the "empower self" trait by explaining how your skill development empowered you this year as a writer, reader, and communicator. Also, write how you will maintain and develop that empowerment next year as an English student.

Reflection: After completing the letter, mark two of your writing choices and provide a rationale for each. Consider how these writing choices were intended for your audience, the principal, as compared to what you might write for your teacher.

Portrait to Practice (2025) Glenbard Township, IL

9/2025 - 4/1/2026