

Graduation Performance System (GPS)

GPS Portfolio Framework

PURPOSE OF GPS PORTFOLIOS

The GPS portfolio represents a process by which students develop, select, and reflect on a body of work that demonstrates their proficiency in global competence and key aspects of college and career readiness. GPS portfolios are aligned to the four domains of global competence represented in the GPS performance outcomes—Investigate the World, Recognize Perspectives, Communicate Ideas, and Take Action—and therefore help schools validate that students are globally competent by graduation.

The main purpose of the GPS portfolio is to evaluate what standardized tests cannot: the student's proficiency in global competence. In schools implementing the Graduation Performance System, teachers and students work together to design, implement, assess, and reflect on performance assessment tasks that align to the GPS performance outcomes and result in increasingly proficient student work. Thus, the GPS portfolio will include student work that teachers have assessed against the GPS performance outcomes using the GPS rubrics, as well as student reflection on their learning and growth in relation to these performance outcomes. Asia Society's forthcoming Globally Competent Youth Leader Badges will be an additional element that students can add to their portfolios as an external validation of their global competence.

GPS PORTFOLIO FRAMEWORK

Asia Society has developed a framework for the GPS portfolio that outlines the breadth and depth of student work that should be included in the portfolio to certify the student's global competence. In order to ensure that students are globally competent, the portfolio must include student work that represents:

1. All four domains of global competence: Investigate the World, Recognize Perspectives, Communicate Ideas, and Take Action. These domains occur across every set of performance outcomes, providing a similar organizing structure in every subject area.
2. All six subject areas represented in the GPS: ELA, math, science, history/social studies, world languages, and the arts.

At a minimum, the GPS portfolio must include 12 artifacts of student work. All 12 artifacts must be scored as proficient in at least one GPS performance outcome using the GPS rubrics. The 12 artifacts must include:

1. Three artifacts in each of the four domains of global competence
2. Two artifacts in each of the six subject areas
3. Four artifacts (one in each domain) that are proficient in a subject-specific performance outcome and that are ALSO proficient in at least one global leadership performance outcome.

Schools are encouraged to develop their own GPS portfolio requirements and processes that align to this core framework. These school-based requirements and processes should encourage a balance between demonstrating proficiency and demonstrating growth. Therefore, although the emphasis of Asia Society's GPS portfolio framework is on proficiency, schools should use this structure as the core framework around which

additional requirements and processes are added to emphasize growth. These might include scaffolding multiple portfolios leading to the final portfolio that certifies global competence, adding robust reflection opportunities to encourage and chart student growth, or requiring presentation/exhibition of the portfolio. For schools just starting to incorporate GPS portfolios, it is essential to develop an infrastructure that supports students in fulfilling the requirements and processes of the portfolio, for example by making the portfolio a key component of advisement.