Proficiency-Based Graduation Requirements Quality Criteria

The purpose of this document is to provide a framework to evaluate and discuss the quality of Proficiency-Based Graduation Requirements (PBGRs). This framework allows for stakeholders to evaluate a PBGR in relation to the quality criteria below. A PBGR does not need to score a "clearly evident" in all categories to be adopted by an SU/SD, as the decision to adopt should be a collective, intentional decision made by educators and qualified stakeholders.

Proficiency-Based Graduation Requirements (PBGRs) encompass all content knowledge and transferable skills that students must exhibit for college and career readiness, thus qualifying a student for high school graduation. The PBGRs should align curricular content literacies with the attributes of a district's Portrait of a Graduate. As per EQS (2120.8 and 2120.7), local graduation policy must define PBGRs based on standards adopted by the State Board of Education. A student meets the requirements for graduation when they demonstrate evidence of proficiency in the curriculum outlined in EQS 2120.5, and completion of any other requirements specified by the LEA.

Proficiency-Based Graduation Requirement (PBGR)	Not Evident	Somewhat Evident	Clearly Evident	Notes:
Connection to PoG Does the PBGR work in concert with other content PBGRs and reflect the attributes of the SU/SD PoG?				
Future Impact Does the PBGR have a far-reaching impact on students as they become global citizens after graduation?				
Accessibility Does the PBGR set high standards that are attainable by all students?				
Content Literacy Does the PBGR describe what it means for a student to be literate in the content discipline being evaluated?				

Recommendation – Adopt, Adapt, or Abandon PBGR:

Contact Information:

If you have questions about this document or would like additional information, please contact:

Pat Fitzsimmons, Student Pathways Division, at pat.fitzsimmons@vermont.gov.