

# The Portrait of a Nevada Learner

## Domains & Questions

The Portrait of a Nevada Learner is a collective vision of the mindsets and skills that bring academic knowledge to life, those that every learner needs to succeed in school, career, and life. It is organized into four mutually reinforcing domains—**EMPOWERING**, **CONNECTING**, **IMPACTING**, and **THRIVING**—each answering a universal question that guides developmental growth from early childhood through graduation.



### EMPOWERING

How will I grow in my learning?

#### Primary Focus

Understanding and directing oneself as a learner

#### Key Interaction

Internal readiness and agency that fuel participation and growth

#### Summary

**EMPOWERING** functions as the engine that supports

- participation
- self-direction
- persistence
- connection
- adaptation
- long-term learning



### CONNECTING

How do I build and sustain relationships and community?

Interacting with others

Communication, empathy, collaboration, belonging

**CONNECTING** becomes the social and relational engine that supports

- meaningful participation
- inclusive community-building
- productive collaboration
- healthy communication across school, work and life



### IMPACTING

How will I contribute to make an impact?

Interacting with ideas, problems, evidence, and solutions

Reasoning, applying knowledge, and contributing meaningful action

**IMPACTING** becomes the cognitive and civic engine that drives

- meaningful problem-solving
- thoughtful decision-making
- purposeful contribution across school, work, and life



### THRIVING

How will I thrive?

Interacting with change, challenge, well-being, and resilience

Adaptation, integrity, personal growth, sustained well-being

**THRIVING** becomes the adaptive engine that sustains





- well-being
- resilience
- purposeful action across school, community, and life

# The Portrait of a Nevada Learner Attributes

Portrait attributes are the core dimensions of learning inside each domain.

The attributes serve as:

- The throughline connecting the Portrait → competencies → rubrics
- The anchor for vertical (PreK-12) developmental alignment
- The safeguard against domain drift
- The conceptual structure for local district crosswalks

	Attributes	What It's About	Portrait in Action
<b>EMPOWERING</b> 	<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Self-Management &amp; Strategy Use</li> <li>• Reflection &amp; Goal Orientation</li> <li>• Self-Advocacy &amp; Agency</li> </ul>	Developing self-awareness, confidence, and the ability to take initiative in learning and personal growth	Students ask questions, make choices about their learning, and speak up for what they need to succeed
<b>CONNECTING</b> 	<ul style="list-style-type: none"> <li>• Empathy &amp; Perspective-Taking</li> <li>• Communication &amp; Expression</li> <li>• Collaboration &amp; Teamwork</li> <li>• Community-Building &amp; Belonging</li> </ul>	Building connections with diverse community members, exploring multiple viewpoints, and working well with others	Students listen with empathy, share ideas clearly, and work together to reach common goals
<b>IMPACTING</b> 	<ul style="list-style-type: none"> <li>• Reasoning &amp; Critical Thinking</li> <li>• Knowledge Application &amp; Transfer</li> <li>• Solutions-Oriented Thinking &amp; Decision-Making</li> <li>• Contribution &amp; Civic Engagement</li> </ul>	Using knowledge, creativity, and critical thinking to solve problems and make a positive difference	Students apply what they know to real-world challenges, think deeply, and take action to improve their communities
<b>THRIVING</b> 	<ul style="list-style-type: none"> <li>• Emotional Awareness, Well-Being, &amp; Balance</li> <li>• Adaptability &amp; Flexibility</li> <li>• Resilience, Recovery, &amp; Persistence</li> <li>• Purpose, Integrity, &amp; Values-Aligned Choices</li> </ul>	Practicing intellectual agility and courage in the face of challenges and changing contexts growing with resilience, purpose, and well-being in a changing world	Students care for themselves and others, learn from challenges, and stay motivated by what matters most to them

# The Portrait of a Nevada Learner Competencies

Nevada’s Portrait-Aligned competencies translate the Portrait of a Nevada Learner into clear, developmentally appropriate learning progressions from PreK through graduation.

Competencies describe the skills, mindsets, and knowledge learners develop over time to achieve the aspirations in Nevada’s Portrait. They create a clear progression from early learning through graduation, supporting learning that is rigorous, relevant, and connected to real life.

## How **competencies** support learning:

- Clarify what learners know and are able to do at different points in their learning journey
- Translate the Portrait into observable, teachable, and assessable learning
- Support consistent expectations across grade levels and learning environments

## Why **competencies** are essential:

- Focus learning on mastery rather than seat time
- Create coherence across classrooms, schools, and districts
- Help learners apply learning in meaningful, real-world contexts

## What do the **competencies** look like?

Competency progressions describe how learning develops over time. Each Portrait domain includes a PreK-12 continuum of learner-facing competencies that articulate what a student can reasonably be expected to do at each level of development.

### EMPOWERING Domain Competency Progression

Level 1 Early Learning PreK	Level 2 Primary School Grades K-2	Level 3 Elementary School Grades 3-5	Level 4 Middle School Grades 6-8	Level 5 High School Grades 9-12
I show my feelings, needs, and reactions, and try simple, modeled strategies with help as I get ready and stay engaged in my learning.	I describe my strengths, needs, feelings and habits, and use familiar strategies with reminders as I stay ready, focused, and engaged in my learning.	I notice patterns in my strengths, needs, feelings and habits, and use strategies independently as I stay ready, focused, and organized in my learning.	I reflect on my strengths, needs, feelings and habits, and choose, adapt, and evaluate strategies as I stay focused, organized, and engaged across different learning contexts.	I evaluate my strengths, needs, feelings, habits and strategies, and adapt with purpose as I direct my learning across new, complex, or changing situations.

# The Portrait of a Nevada Learner Rubrics

Nevada Portrait–Aligned rubrics measure how learners are progressing toward the Portrait of a Nevada Learner. Each rubric aligns to a grade-band competency and defines what progress looks like over time.

## Emerging → Developing → Proficient → Extending Competence

These rubrics describe learning along a continuum so learners and educators can see growth, reflect on progress, and identify next steps. Proficient represents the grade-band expectation – “the anchor.” Emerging and Developing move toward the anchor. Extending Competence moves beyond the anchor in ways that allow learners to demonstrate independence, flexibility, and transfer.

### How rubrics support learning:

- Make expectations visible through learner-centered, observable language
- Provide clear pathways for growth from PreK through graduation
- Support feedback, reflection, and goal setting

### Why rubrics are essential:

- Promote consistency and shared understanding of quality learning
- Support learner agency and ownership of growth
- Advance equity by clarifying expectations for all learners

### What do the rubrics look like?

#### EMPOWERING Domain Competency Progression

EMPOWERING	Emerging	Developing	Proficient (Anchor)	Extending Competence
<b>Level 1</b> I show my feelings, needs, and reactions, and try simple, modeled strategies with help as I get ready and stay engaged in my learning.	I show simple feelings or needs, try a simple strategy when someone helps me start it, and join learning or play with help.	I name simple feelings or needs, use a simple strategy, and take part in familiar learning or play routines with reminders.	<b>I notice or show my feelings and needs, use simple strategies with help, and take part in familiar routines independently.</b>	I describe what helps me in new or changing routines, choose simple strategies that help me get ready, and take part in learning or play on my own.