# THE 5 COMPONENTS OF THE PORTRAIT OF A NEVADA LEARNER

The five components of the Portrait of a Nevada Learner framework work together to show what whole-learner growth looks like from early learning through graduation. The questions, domains, and attributes provide the vision, and the competencies and rubrics make that vision actionable in daily learning.

Together, they offer a shared language for reflection, feedback and goal-setting while clarifying how students grow over time.

- Questions
- Domains
- Attributes
- Competencies
- Rubrics
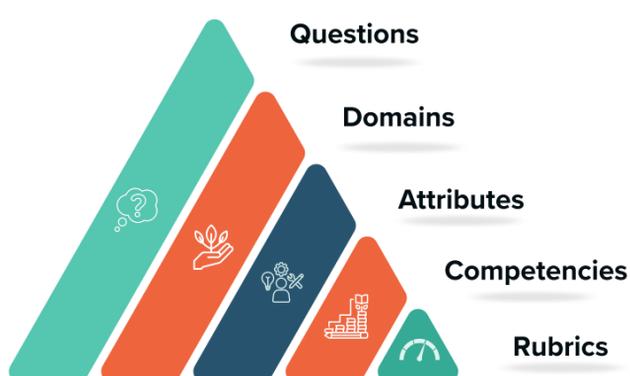
Questions

As learners reflect on what they are learning and why, they will be empowered to create their OWN portraits of who they are and who they aspire to be. This approach fosters joy, creativity, and authenticity in the process and expressions of learning. Importantly, it also helps learners develop the self-awareness and resilience necessary to thrive in today's world.

- How will I grow in my learning?
- How do I build and sustain relationships and community?
- How will I contribute to make an impact?
- How will I thrive?

Domains

The Portrait of a Nevada Learner defines what learners need to know and be able to do to thrive in school, work, and community. The Portrait is organized into four domains that together describe whole-learner readiness:

EMPOWERING
How will I grow in my learning?

CONNECTING
How do I build and sustain relationships and community?

IMPACTING
How will I contribute to make an impact?

THRIVING
How will I thrive?

Attributes

Attributes are the core dimensions of learning inside each domain. They describe what students are developing as they grow from early childhood through graduation and serve as the throughline connecting the Portrait, competencies, and rubrics.

Key Attributes

EMPOWERING
- Self-Awareness
- Self-Management & Strategy Use
- Reflection & Goal Orientation
- Self-Advocacy & Agency

CONNECTING
- Empathy & Perspective-Taking
- Communication & Expression
- Collaboration & Teamwork
- Community-Building & Belonging

IMPACTING
- Reasoning & Critical Thinking
- Knowledge Application & Transfer
- Solutions-Oriented Thinking & Decision-Making
- Contribution & Civic Engagement

THRIVING
- Emotional Awareness, Well-Being & Balance
- Adaptability & Flexibility
- Resilience, Recovery & Persistence
- Purpose, Integrity & Values-Aligned Choices

Competencies

Competencies describe key skills learners develop over time within each domain. Each competency in the preK-12 progression answers the Portrait question for the domain, shows what the Portrait looks like in practice for each grade band, and serves as the anchor for rubric design.

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.

Rubrics

Rubrics clarify the performance levels for each Portrait competency, helping educators and learners see where growth is happening and what comes next. Developmentally appropriate supports for each rubric guide learning design, feedback, reflection, conferencing, and student agency.

EMPOWERING Domain Competency Progression

EMPOWERING	Emerging	Developing	Proficient (Anchor)	Extending Comptence
Level 1 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.	**I notice or show my feelings and needs, use simple strategies with help, and take part in familiar routines independently.**	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.