



Evaluating the Constraints Knot

Evaluate the structural conditions shaping your work to identify where flexibility exists and where broader action may be needed.

- 1 — Not yet: little or no evidence is in place
- 2 — Beginning: some evidence exists, but practice is limited or inconsistent
- 3 — Developing: clear evidence exists across much of the system
- 4 — Established: strong, consistent evidence is embedded across the system

Statement	Score (1–4)
1. Our instructional systems align to state standards alongside future-ready competencies.	
2. Our K–12 accountability system creates room to measure future-ready competencies alongside required academic measures.	
3. Across our schools, educators consistently track and record students' demonstrations of competencies.	
4. Across grade levels, we have integrated flexible and grade-appropriate approaches to evaluate the development of Portrait competencies including portfolios, performance assessments, capstones and student-led demonstrations.	
5. We collaborate with higher education institutions and employers to ensure graduates have the evidence needed to apply and qualify for postsecondary opportunities.	
Total Score: _____ / 20	

Interpretation

16–20 = Enabling conditions

Policies and structures provide meaningful support for future-ready learning.

11–15 = Mixed conditions

Some flexibility exists alongside structural barriers.

5–10 = Significant constraints

Structural conditions may be limiting implementation.

Where does the constraint sit?

For your lowest-scoring statements, identify where the greatest leverage lies:

- ☐ Accountability systems
- ☐ Management Systems
- ☐ State requirements
- ☐ Multiple levels

Where do we already have flexibility?

Which constraint most limits our progress?

Who has the authority or influence to address it?

Ideas to consider:

- Identify and use flexibility that already exists within current requirements
- Pair required measures with locally defined evidence of future-ready skills
- Document what works and share evidence across the organization and with system partners and stakeholders
- Work with districts, state leaders, higher education, and other partners on shared barriers

