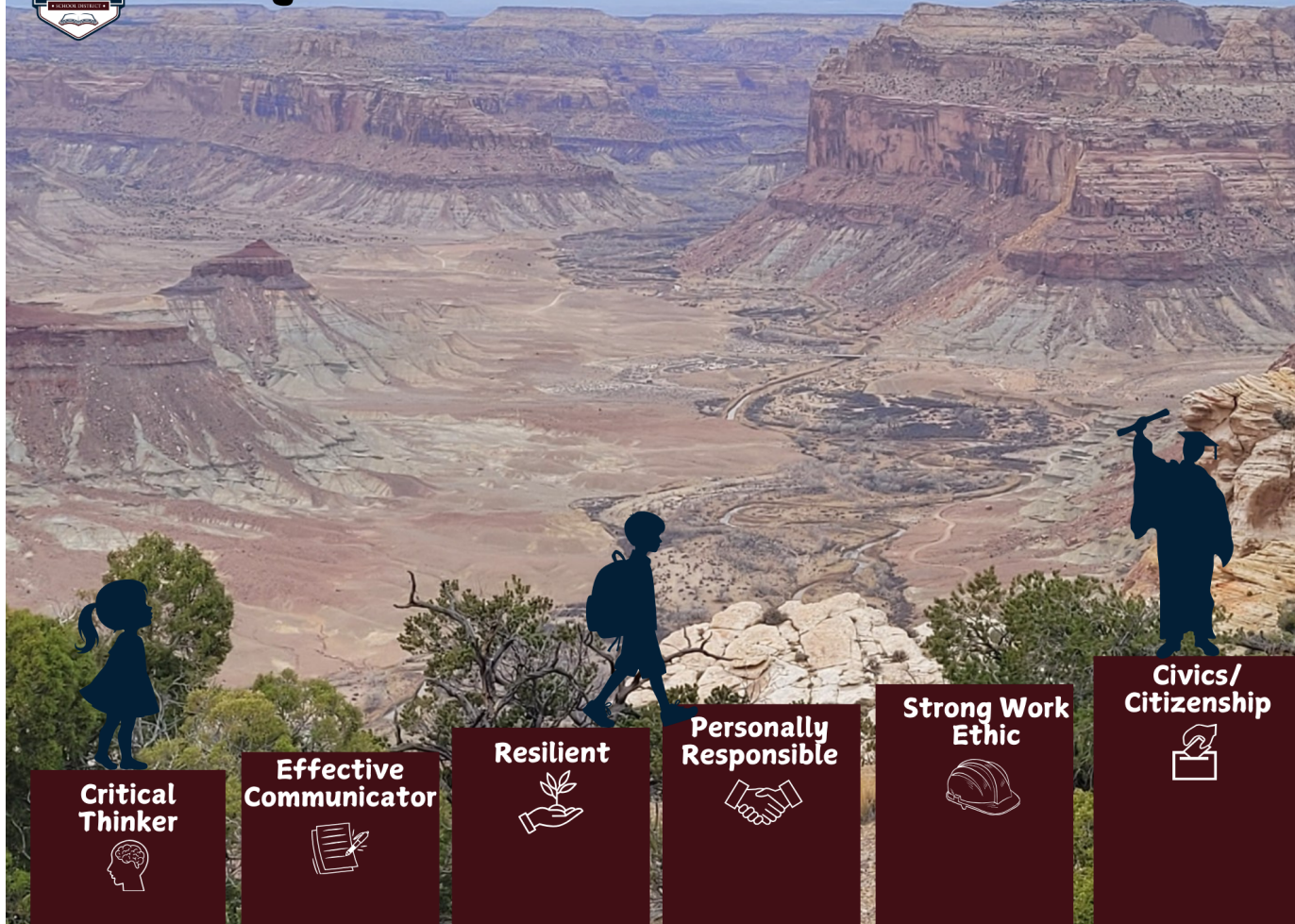




Emery School District – Portrait of a Graduate





Critical Thinker

Our Students:

- Are able to ask thoughtful questions & seek out answers
- Implement solutions to complex problems
- Apply learning in new and different ways
- Evaluate information for validity, relevance & impact
- Use evidence to support their thinking



Personally Responsible

Our Students:

- Follow through on their commitments
- Display integrity while making decisions
- Recognize their actions have outcomes
- Manage time, tasks & responsibilities effectively
- Perform kind acts to benefit others



Effective Communicator

Our Students:

- Articulate thoughts & ideas effectively
- Ask questions to seek understanding
- Speak to inform, influence, motivate or entertain
- Adapts to the needs of the audience
- Actively listen to understand meanings & intentions



Strong Work Ethic

Our Students:

- Recognize the value of hard work
- Strive for excellence in each task
- Have a dedicated attitude
- Are reliable and responsible
- Are motivated to be successful



Resilient

Our Students:

- Have a well-grounded sense of confidence & respect for others
- Are able to adapt to & overcome challenges
- Have mental toughness & emotional strength
- Are able to set personal & educational goals
- Are able to maintain a positive outlook



Civics/Citizenship

Our Students:

- Are knowledgeable about our Government
- Impact the community responsibly
- Engage in local initiatives
- Perform kind acts to benefit others
- Know how to make responsible decisions

What is a Portrait of a Graduate? A Portrait of a Graduate is a framework outlining the essential skills, knowledge, and attributes a school or district aims for its students to achieve by graduation. It goes beyond traditional

academic subjects and includes qualities like critical thinking, communication, and resilience. The effort to establish a relevant framework includes stakeholder input and a shared vision for aligning the agreed upon graduate profiles with curriculum and instruction. The ultimate goal is for students to know and understand the profiles and competencies.

Emery School District Portrait of a Graduate Profiles

Academic Mastery is the overarching profile that demonstrates proficiency on state standards and formative assessments. The academic competencies listed below on pages 6-11 are taken from the Utah State Board Education's Portrait of a Graduate. It is anticipated that these competencies will evolve to a more specific criteria such as reading proficiency, math proficiency, writing proficiency, including additional content areas such as the arts and sciences. This section, Academic Mastery, in particular is in review and will require future adaptations as we continue to refine the Emery Portrait of a Graduate.

Critical Thinker

Effective Communicator

Resilient

Personal Responsibility

Strong Work Ethic

Contributes to Community and is Civically Aware

Emery School District is committed to providing a quality education that inspires students to learn and grow, become future leaders, and make a positive impact in their communities. Our school district is located in rural central Utah and serves approximately 1950 full-time K-12 students in 10 schools throughout a county of nearly 4,500 square miles. Our dedicated faculty creates an engaging learning environment where students can excel

in a variety of basic and expanded courses, including access to higher education credits, skilled career and technical programs, and extracurricular activities.

- Our shared vision is to ensure that our students are learning today so they may lead tomorrow.
- Our mission is to provide a comprehensive education that will prepare students to take a proactive and responsible role in an ever-changing world.
- Additional Information including demographic and performance data about Emery Schools can be found at www.emeryschools.org.

The ECSD Graduate Profile was established by Stakeholders dedicated to defining success and ensuring that our programs represent the character traits, skills, and competencies reflective of Emery County expectations and culture. The profiles are aligned with the Utah State Board of Education Portrait of a Graduate and consist of established standards. This document is intended to be adaptable and reflective of student progress, and stakeholder input.

Academic Mastery* “Academic Mastery” refers to the attainment of a high level of understanding and proficiency in a subject area, where a student can consistently demonstrate deep knowledge, apply concepts effectively, and solve problems related to that subject, essentially meaning they have fully grasped the material and can use it confidently across different situations; it is often associated with a “mastery-based learning” approach where students must demonstrate mastery of a concept before moving on to the next one.				
Grade Pre-K	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to recognize, recall and sort academic content knowledge and foundational skills.	Imitate foundational knowledge and skills Select foundational knowledge and skills from a group of choices Show foundational knowledge and skills.	Attempt foundational knowledge and skills Identify foundational knowledge and skills found in a group Use models to show foundational academic knowledge and skills.	Recognize foundational knowledge and skills Recall foundational knowledge and skills Sort foundational knowledge and skills.	List foundational knowledge and skills Use foundational knowledge and skills Organize foundational academic knowledge and skills.

Students will be able to use information to arrive at a conclusion or solution	Recognize a decision or choice from a list.	Name information to make a conclusion or solution.	Use information to arrive at a conclusion or solution.	Describe information used to arrive at a conclusion or solution.
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Academic Mastery*

“Academic Mastery” refers to the attainment of a high level of understanding and proficiency in a subject area, where a student can consistently demonstrate deep knowledge, apply concepts effectively, and solve problems related to that subject, essentially meaning they have fully grasped the material and can use it confidently across different situations; it is often associated with a “mastery-based learning” approach where students must demonstrate mastery of a concept before moving on to the next one.

Grade K - 2	Emerging Competence	Approaching Competence	Competent	Extending Competence
With support, students will be able to retrieve, comprehend and analyze academic content knowledge and skills.	Label academic knowledge and skills. Show academic knowledge and skills. Discern between important and less-important knowledge and skills.	State knowledge and skills. Describe knowledge and skills. Sort specific content knowledge and skills.	Recall knowledge and skills. Paraphrase knowledge and skills. Classify specific content knowledge and skills.	Demonstrate knowledge and skills. Model academic knowledge and skills. Infer ideas based on content knowledge and skills.
Students will be able to make observations and use information to prepare for an evidence-based conclusion or solution.	Recognize information from a list based on observations to prepare for an evidence-based conclusion or solution. Label information to prepare for an evidence-based	List information from observation to prepare for an evidence-based conclusion or solution. State information to prepare for an evidence-based	Discern information through observations to prepare for an evidence-based conclusion or solution. Use information to prepare for an evidence-based	Categorize information through observations to prepare for an evidence based conclusion or solution. Describe information to prepare for an evidence based

	conclusion or solution.	conclusion or solution.	conclusion or solution.	conclusion or solution.
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Academic Mastery*

“Academic Mastery” refers to the attainment of a high level of understanding and proficiency in a subject area, where a student can consistently demonstrate deep knowledge, apply concepts effectively, and solve problems related to that subject, essentially meaning they have fully grasped the material and can use it confidently across different situations; it is often associated with a “mastery-based learning” approach where students must demonstrate mastery of a concept before moving on to the next one.

Grade 3 - 5	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to comprehend and infer to analyze academic content knowledge and skills across multiple disciplines.	Recall academic knowledge and skills across multiple disciplines. Summarize ideas from knowledge and skills across multiple disciplines	Demonstrate academic knowledge and skills across multiple disciplines. Compare and contrast ideas from knowledge and skills across multiple disciplines	Describe academic knowledge and skills across multiple disciplines. Infer new ideas from knowledge and skills across multiple disciplines	Organize academic knowledge and skills across multiple disciplines. Predict new ideas from knowledge and skills across multiple disciplines
Students will be able to organize and select information to reach an evidence-based conclusion or solution	Summarize information to reach an evidence-based conclusion or solution. Identify information from a list that could support an evidence-based conclusion or solution. Model an evidence-based conclusion or solution	Compare and contrast information to reach an evidence-based conclusion or solution. Select information from a list to support an evidence-based conclusion or solution. Construct an evidence based conclusion or solution.	Organize information to reach an evidence-based conclusion or solution. Select information to support an evidence-based conclusion or solution. Establish an evidence based conclusion or solution	Evaluate information to reach an evidence-based conclusion or solution. Use information to support an evidence-based conclusion or solution. Defend conclusions or solutions through use of evidence

Academic Mastery*

“Academic Mastery” refers to the attainment of a high level of understanding and proficiency in a subject area, where a student can consistently demonstrate deep knowledge, apply concepts effectively, and solve problems related to that subject, essentially meaning they have fully grasped the material and can use it confidently across different situations; it is often associated with a “mastery-based learning” approach where students must demonstrate mastery of a concept before moving on to the next one.

Grade 6 - 8	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to analyze, adapt and apply academic content knowledge, skills and dispositions across multiple disciplines in teacher-driven contexts.	Represent academic content knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts. Describe relationships between familiar and new academic content knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts. Identify potential uses for academic content knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts.	Organize academic content knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts. Compare and contrast relationships between familiar and new academic content knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts. Differentiate appropriate uses for academic content knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts.	Analyze academic content knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts. Adapt familiar academic content knowledge, skills and dispositions to accommodate new learning across multiple disciplines within teacher-driven contexts. Apply academic content knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts .	Establish conclusions and elaborate upon implications of acquired academic content, knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts. Think through the implications of relationships between academic content knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts. Generate uses for academic content knowledge, skills and dispositions across multiple disciplines within teacher-driven contexts.

Academic Mastery*

“Academic Mastery” refers to the attainment of a high level of understanding and proficiency in a subject area, where a student can consistently demonstrate deep knowledge, apply concepts effectively, and solve problems related to that subject, essentially meaning they have fully grasped the material and can use it confidently across different situations; it is often associated with a “mastery-based learning” approach where students must demonstrate mastery of a concept before moving on to the next one.

Grade 9 - 12	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to analyze, synthesize and transfer academic content knowledge, skills and dispositions independently across multiple disciplines and contexts.	Represent content knowledge, skills and dispositions across multiple disciplines. Depict and connect academic knowledge, skills and dispositions across contexts. Identify connections in academic knowledge, skills and dispositions across contexts.	Organize content knowledge, skills and dispositions across multiple disciplines. Compare and contrast academic knowledge, skills and dispositions and across contexts. Connect and Integrate academic knowledge, skills and dispositions across contexts.	Analyze content knowledge, skills and dispositions independently across multiple disciplines. Synthesize academic knowledge, skills and dispositions independently across contexts. Transfer academic knowledge, skills and dispositions independently across contexts.	Establish conclusions and elaborate upon implications of acquired content knowledge, skills and dispositions independently across multiple disciplines. Defend arguments using academic knowledge, skills and dispositions independently within and across contexts. Generate arguments using academic knowledge, skills and dispositions independently across contexts.
Students will be able to curate information to arrive at an evidence-based conclusion or solution.	Categorize information by summarizing sources in order to arrive at evidence-based conclusions or solutions. Revise conclusions or solutions based on evidence	Classify information by distinguishing sources to be used to arrive at evidence-based conclusions or solutions. Establish evidence-based conclusions or solutions	Curate information by selecting and organizing sources to be used to arrive at evidence-based conclusions or solutions. Decide on an evidence based conclusion or solution	Deduce information by critiquing sources to be used to arrive at evidence-based conclusions or solutions. Experiment on evidence-based conclusions or solutions

Critical Thinker

Critical Thinking is the process of analyzing, evaluating, and making judgments about information. It involves asking questions, considering multiple perspectives, and drawing logical conclusions.

Pre-K	Emerging Competence	Approaching Competence	Competent	Extending Competence
Questioning & Inquiry: The ability to ask thoughtful, probing questions and seek out information to deepen understanding and challenge assumptions.	Rarely asks questions. Questions are often simple and require yes/no answers. Shows limited interest in exploring answers.	Occasionally asks questions, especially when prompted. Questions begin to show curiosity about “why” or “how.” Attempts to seek information with guidance.	Frequently asks thoughtful questions related to the topic. Asks “why” and “how” questions to deepen understanding. Independently seeks information through observation and exploration.	Consistently asks insightful, probing questions that challenge assumptions. Formulates complex questions that lead to further investigation. Proactively seeks and uses diverse sources of information.
Problem Solving & Creativity: The ability to approach complex problems with innovative solutions and think outside the box to generate new ideas.	Struggles to find solutions to simple problems. Relies heavily on adult direction for problem-solving. Shows limited creativity in play and activities.	Attempts to find solutions to simple problems with guidance. Begins to generate multiple solutions to a problem. Shows emerging creativity in play and activities.	Independently finds solutions to simple problems and attempts more complex ones. Generates multiple creative solutions and ideas. Uses imagination and creativity in play and activities.	Independently and creatively solves complex problems. Generates novel and innovative solutions, consistently demonstrates imaginative and original thinking in all areas.
Analysis & Evaluation: The skill to break down information, assess its	Struggles to identify basic details.	Identifies some basic details with prompting.	Identifies key details and patterns.	Analyzes complex information & identifies underlying patterns.

validity, and make reasoned judgements based on evidence and logic.	Has difficulty comparing and contrasting. Relies on personal preferences without justification.	Attempts to compare and contrast with guidance, Begins to give simple reasons for preferences.	Compares and contrasts objects or ideas. Provides reasoned explanations and justifications.	Evaluates information & makes reasoned judgement based on evidence. Justifies opinions with logical reasoning and evidence.
Collaboration & Communication: The ability to work effectively with others, listen actively, and share ideas clearly in both written and spoken form.	Has difficulty sharing and working with others. Communication is limited and unclear. Struggles to listen to others.	Shares and works with others with prompting. Communication is basic and sometimes unclear. Attempts to listen to others with reminders.	Effectively shares and collaborates with peers. Communicates ideas clearly and effectively. Listens actively and responds appropriately.	Leads collaborative efforts and facilitates group discussions. Communicates complex ideas clearly and persuasively. Actively listens, synthesizes information, and responds thoughtfully.
Reflection & Logical Thinking: Demonstrate the capacity for self-reflection, considering past experiences, and using structured reasoning to make decisions and solve problems.	Does not connect actions to outcomes. Struggles to sequence events. Demonstrates limited understanding of cause and effect.	Begins to connect simple actions to outcomes. Attempts to sequence events with support. Shows emerging awareness of cause and effect.	Reflects on experience and actions. Sequences events logically. Understands and explains simple cause and effect relationships.	Consistently reflects on experiences and applies learning to new situations. Uses logical reasoning to predict outcomes and solve problems. Articulates complex cause and effect relationships.

Critical Thinker

Critical Thinking is the process of analyzing, evaluating, and making judgments about information. It involves asking questions, considering multiple

perspectives, and drawing logical conclusions.

Grades K-2	Emerging Competence	Approaching Competence	Competent	Extending Competence
Questioning & Inquiry: The ability to ask thoughtful, probing questions and seek out information to deepen understanding and challenge assumptions.	Asks simple questions with teacher guidance	Asks questions with some teacher prompting	Independently asks “why and “how” questions to understand concepts.	Initiates complex questions that demonstrate curiosity and wonder
Problem Solving & Creativity: The ability to approach complex problems with innovative solutions and think outside the box to generate new ideas.	Solves simple problems with guidance	Attempts to solve problems using strategies suggested by the teacher.	Independently solves problems using trial and error.	Created new solutions and approaches to problems in various contexts.
Analysis & Evaluation: The skill to break down information, assess its validity, and make reasoned judgements based on evidence and logic.	Can identify differences or similarities with assistance (e.g., comparing objects).	Begins to identify basic details and evaluate situations with teacher support.	Evaluates simple ideas or solutions on their own.	Can independently evaluate and compare different perspectives or ideas.
Collaboration & Communication: The ability to work effectively with others, listen actively, and share ideas clearly in both written and spoken form.	Share ideas with peers when prompted, and listen to others.	Actively participates in group discussions and listens to others’ ideas.	Expresses thoughts clearly and listens carefully to others.	Encourages group discussion, respectfully challenges ideas, and shares insightful perspectives.
Reflection & Logical Thinking: Demonstrate the capacity for self-reflection, considering past experiences, and using structured	Follow simple instructions to reach conclusions.	Begins to assess outcomes with some guidance.	Reflects on the outcomes of actions or decisions.	Draws logical conclusions independently and can explain the reasoning behind them.

reasoning to make decisions and solve problems.				
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Critical Thinker

Critical Thinking is the process of analyzing, evaluating, and making judgments about information. It involves asking questions, considering multiple perspectives, and drawing logical conclusions.

Grades 3 - 5	Emerging Competence	Approaching Competence	Competent	Extending Competence
Questioning & Inquiry: The ability to ask thoughtful, probing questions and seek out information to deepen understanding and challenge assumptions.	Asks questions related to class materials with some prompting.	Asks more detailed “why” and “how” questions with some independence.	Asks meaningful, open-ended questions and seeks answers on their own.	Creates original questions that challenge assumptions and encourage deeper exploration.
Problem Solving & Creativity: The ability to approach complex problems with innovative solutions and think outside the box to generate new ideas.	Solves simple problems and designs solutions with teacher assistance.	Solves problems with some creativity using strategies and resources provided.	Solves complex problems using creative and logical thinking.	Creates innovative solutions to open-ended problems and generates new approaches.
Analysis & Evaluation: The skill to break down information, assess its validity, and make reasoned judgements based on evidence and logic.	Can identify one or two important details or differences with guidance.	Can compare and contrast ideas or concepts with some direction.	Independently analyzes and evaluates multiple perspectives.	Evaluates situations critically and considers long-term implications.
Collaboration &	Shares ideas and listens to	Expresses ideas more clearly	Clearly communicates ideas	Encourages and respects

Communication: The ability to work effectively with others, listen actively, and share ideas clearly in both written and spoken form.	others in groups, but may struggle to explain clearly.	in group discussions and asks for clarification.	and listens to others' viewpoints.	diverse viewpoints, synthesizes information, and presents well-formed arguments.
Reflection & Logical Thinking: Demonstrate the capacity for self-reflection, considering past experiences, and using structured reasoning to make decisions and solve problems.	Follows instructions and can summarize the outcome.	Reflects on solutions and makes adjustments with some guidance.	Independently assesses outcomes and identifies potential improvements.	Draws connections between different situations and applies logical thinking across contexts.

Critical Thinker Critical Thinking is the process of analyzing, evaluating, and making judgments about information. It involves asking questions, considering multiple perspectives, and drawing logical conclusions.				
Grades 6 - 8	Emerging Competence	Approaching Competence	Competent	Extending Competence
Questioning & Inquiry: The ability to ask thoughtful, probing questions and seek out information to deepen understanding and challenge assumptions.	Asks basic questions but may rely heavily on teacher prompts.	Asks thoughtful questions with some independence, seeking deeper understanding.	Consistently asks insightful questions that show curiosity and initiative.	Develops complex, open-ended questions that encourage investigation and critical thought.
Problem Solving & Creativity: The ability to approach complex problems with innovative solutions and	Solves basic problems with structured support from the teacher.	Attempts to solve problems creatively, exploring different solutions.	Independently solves complex problems, generating and testing multiple solutions.	Develops new solutions to problems, considering long-term impact and unforeseen challenges.

think outside the box to generate new ideas.				
Analysis & Evaluation: The skill to break down information, assess its validity, and make reasoned judgements based on evidence and logic.	Can identify vasic strengths and weaknesses in a solution or idea.	Begins to evaluate multiple perspectives, but with limited justifications.	Critically evaluates multiple perspectives and uses evidence to support conclusions.	Deeply analyzes problems, considers diverse perspectives, and identifies consequences.
Collaboration & Communication: The ability to work effectively with others, listen actively, and share ideas clearly in both written and spoken form.	Can contribute ideas in a group but may need support in articulating them.	Communicates clearly in discussions and listens actively to others.	Communicates effectively and facilitates discussions, respecting different perspectives.	Uses persuasive reasoning to explain viewpoints, challenges ideas, and incorporates others' perspectives into solutions.
Reflection & Logical Thinking: Demonstrate the capacity for self-reflection, considering past experiences, and using structured reasoning to make decisions and solve problems.	Reflects on outcomes with some guidance but lacks consistency in logic.	Independently assesses outcomes and adjusts thinking based on feedback.	Regularly reflects on results and logically adjusts strategies as needed.	Uses reasoning and evidence to draw conclusions and apply lessons learned in new contexts.

Critical Thinker

Critical Thinking is the process of analyzing, evaluating, and making judgments about information. It involves asking questions, considering multiple perspectives, and drawing logical conclusions.

Grades 9 - 12	Emerging Competence	Approaching Competence	Competent	Extending Competence
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Questioning & Inquiry: The ability to ask thoughtful, probing questions and seek out information to deepen understanding and challenge assumptions.	Asks basic questions but may rely on others for answers.	Asks thoughtful and relevant questions with some independence.	Asks deep, critical questions that demonstrate clear curiosity.	Initiates complex inquiries that challenge assumptions and stimulate further investigation.
Problem Solving & Creativity: The ability to approach complex problems with innovative solutions and think outside the box to generate new ideas.	Solves basic problems but relies heavily on step-by-step solutions.	Attempts to solve problems creatively, considering different approaches.	Independently solves complex, multi-step problems with original strategies.	Innovates solutions to problems and generates new, impactful ideas that push boundaries.
Analysis & Evaluation: The skill to break down information, assess its validity, and make reasoned judgements based on evidence and logic.	Identifies basic elements of a problem and possible solutions.	Begins to evaluate problems from different angles and considers evidence.	Evaluates solutions critically, using solid evidence and reasoning.	Analyzes situations deeply, evaluates multiple perspectives, and considers long-term impacts and consequences.
Collaboration & Communication: The ability to work effectively with others, listen actively, and share ideas clearly in both written and spoken form.	Contributes ideas in group work, but may not always communicate effectively.	Expresses ideas clearly in discussions and listens respectfully to others.	Effectively leads group discussions and communicates ideas logically.	Facilitates deep discussions, encourages diverse viewpoints, and leads in constructing arguments and solutions.
Reflection & Logical Thinking: Demonstrate the capacity for self-reflection, considering past experiences, and using structured reasoning to make decisions	Reflects on outcomes with basic analysis, sometimes lacking logical consistency.	Regularly assesses and adjusts thinking based on outcomes.	Reflects on decisions, uses logical reasoning to draw conclusions.	Consistently applies logical reasoning to solve problems and draw insightful conclusions to inform future decisions.

and solve problems.				
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Effective Communicator

Effective communication is the process of clearly conveying a message to the recipient, ensuring they understand the intended meaning and purpose, resulting in a satisfying exchange of information between the sender and receiver; it involves actively listening, being concise, and choosing appropriate language for the situation.

Pre-K	Emerging Competence	Approaching Competence	Competent	Extending Competence
Interpersonal Communication: Active listening, non-verbal communication, respectful discourse, empathy, perspective-taking, and communication between individuals.	Use simple words or phrases to express basic needs or feelings. Show an emerging understanding of how to initiate or contribute to conversation. Communicate through words, sounds, or short phrases.	Consistently use full sentences and a variety of words to express thoughts or needs, and emotions. Increase speech and become clearer and increasingly able to participate in back-and-forth conversations with peers and adults. Share their ideas with a little more complexity and with more context.	Express their thoughts, needs, and feelings using words, gestures, or facial expressions. Be able to convey ideas clearly, even if they require additional support (such as with drawings or actions).	Communicate with increasing confidence, using a variety of vocabulary and more complex sentences. Be able to express abstract thoughts, emotions, and ideas with clarity, taking into account the perspective of the listener. Use language to initiate and maintain meaningful conversations, introducing new topics or perspectives and encouraging others to contribute.
Oral Communications: Clarity and coherence, audience awareness, active listening, and effective public speaking.	Engage in simple conversation, such as “Why?” or “What?” to gather information.	Actively participate in conversations with peers and adults, though sometimes may need support to keep conversations going.	Use a broad range of vocabulary to express thoughts, needs, and emotions with increasing clarity.	Use an extensive vocabulary and a variety of sentence structures to express thoughts, feelings, and ideas with sophistication.

	Use nonverbal communication, such as eye contact, gestures, and facial expressions to communicate messages. Use body language to complement verbal communication and convey feelings or intent. Use appropriate tone and volume: begin to modulate tone and volume to fit the context. Express basic needs (thirst, hunger, happy, sad) Recognize and use simple words to label feelings.	Ask simple questions to engage with others and show interest in learning more. (Can I help? What does that mean?) Learning to wait their turn and understand conversational flow, though may have some interruptions. Use nonverbal cues (gestures, facial expressions, and body language) to communicate. Understand basic nonverbal cues in others, such as when someone looks sad or excited, and adjusts their behavior accordingly. Modulate Tone and Volume based on the situation.	Demonstrate the ability to form full, grammatically correct sentences and speak in more complex, varied structures ("I like to play outside because it's sunny"). Provide Explanations, reasons, or details to clarify their thoughts ("I want the red one because it's my favorite color"). Initiate and sustain two-way conversations with peers and adults. Ask thoughtful questions. Use nonverbal cues to complement and enhance verbal communication. Understand and respond appropriately to the nonverbal cues of others. Demonstrate appropriate use of voice and modulation in conversations, storytelling, or group discussions.	Demonstrate the ability to elaborate on topics, providing clear explanations, reasons, and additional details. ("I think it is important to share because everyone will have fun together"). Frequently used compound and complex sentences to express more detailed thoughts ("I like to go to the park because I can play on the swings, and my friends can join me). Consistently uses facial expressions, gestures, and body language effectively to complement verbal communication, making their message clear and impactful. Understand and respond to nonverbal cues of others, adjusting their tone, gestures, or behavior based on the emotional or social context.
Written Communication: Clarity and coherence, proper grammar and mechanics, understanding of purpose and audience,	Begin to understand that written symbols (letters, pictures, and words), represent ideas, objects, and sounds.	Recognize and write a growing number of letters and may start using them with clearer connection to the sounds of words.	Confidently identify and write most letters, sometimes with support. Write words by connecting	Write purposeful sentences or short paragraphs that communicate specific ideas or stories.

effective use of evidence and examples.	Begin to recognize and write letters in both Upper and Lower case forms. Start to write letters that represent the first sounds of words. Express themselves through drawings and scribbles that may be associated with a particular meaning.	Begin to draw with more purpose, and their scribbling may begin to resemble letters and words as they express ideas or stories. Write words using the first sound of the word. Begin to write recognizable words or phrases, (though spelling may be incorrect,) Attempt to leave spaces between words, demonstrating an understanding that words are distinct from one another. start to recognize that a group of words can express a complete idea.	sounds with letters more consistently showing a solid grasp of letter-sound correspondence. Write basic sentences, (I like cats) and start to understand the concept of a complete thought with subject and verb. Start to capitalize the first letter of their names and other proper nouns, as well as the use of periods or question marks at the end of sentences. Use both writings and drawings together to express an idea or tell a story. Use writing as a way to answer questions or provide solutions.	Spell more words correctly, often using phonetic spelling, but increasingly moving forward toward more accurate representations of words. Begin to provide variable levels of vocabulary in their writing, moving beyond basic words to more descriptive words. Write a variety of simple sentences with subjects and predicates, and may become more grammatically accurate and clear. Understand that writing can serve different purposes, such as writing a thank you note, making a list, or drawing a picture with description underneath. Become more self-sufficient in their writing. They may still occasionally ask for help, but will begin to rely on what they know to write
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				independently.
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Effective Communicator

Effective communication is the process of clearly conveying a message to the recipient, ensuring they understand the intended meaning and purpose, resulting in a satisfying exchange of information between the sender and receiver; it involves actively listening, being concise, and choosing appropriate language for the situation.

Grades K - 2	Emerging Competence	Approaching Competence	Competent	Extending Competence
Interpersonal Communication: Active listening, non-verbal communication, respectful discourse, empathy, perspective-taking, and communication between individuals.	Show initial attempts to use respectful verbal and non-verbal communication with peers and adults. Listen inconsistently and require frequent support to respond appropriately in conversations and group activities. Express personal needs, feelings, or ideas with limited clarity and may need prompting to do so respectfully. Demonstrate limited awareness of others' emotions or perspectives. Need adult guidance to use	Demonstrate respectful verbal and non-verbal communication in some interactions with peers and adults. Listen with some focus and attempt appropriate responses during conversations and group activities. Express personal needs, feelings, and ideas, though clarity and respectful tone may be inconsistent. Show emerging ability to recognize the emotions and perspectives of others. Use basic strategies (e.g., taking turns, sharing) to attempt conflict resolution, sometimes needing	Demonstrate respectful verbal and non-verbal communication in interactions with peers and adults. Listen attentively and respond appropriately in conversations and collaborative activities. Express personal needs, feelings, and ideas clearly and respectfully. Recognize and interpret the emotions and perspectives of others through active listening and observation. Use strategies such as taking turns, sharing, and negotiating to resolve simple conflicts.	Express their thoughts and feelings clearly. Listen actively during conversations. respond appropriately in conversations. Understand the importance of taking turns when speaking. Use respectful language in interactions. Recognize and interpret nonverbal cues, such as facial expressions and body language.

	basic strategies for resolving simple conflicts (e.g., turn-taking, sharing) Participate in group settings with frequent reminders to cooperate and engage appropriately. Show emerging understanding of basic social norms and classroom communication expectations with ongoing support.	support Participate in group tasks, occasionally needing reminders to cooperate and contribute. Demonstrate partial understanding of social norms and classroom communication expectations (e.g., eye contact, polite language, appropriate voice level).	Cooperate with others in group settings to achieve common goals. Follow social norms and classroom expectations for effective communication (e.g., eye contact, polite language, appropriate volume).	
Oral Communications: Clarity and coherence, audience awareness, active listening, and effective public speaking.	Attempt to express thoughts, ideas, or feelings using basic words or phrases, often requiring prompting or support. Listen inconsistently and may need frequent reminders to attend to speakers and respond appropriately. Participate in conversations or group discussions with adult guidance and modeling. Demonstrate emerging awareness of discussion rules but need support to follow them (e.g., taking	Express thoughts, ideas, and feelings with some clarity using age-appropriate vocabulary and simple sentences. Listen with some consistency and respond appropriately in most structured settings. Engage in collaborative conversations in small or large groups with occasional prompts or reminders. Follow some agreed-upon rules for discussion, such as taking turns or using an appropriate voice level Ask and answer questions to seek help or clarify understanding,	Express thoughts, ideas, and feelings clearly using age-appropriate vocabulary and complete sentences. Listen actively and respectfully to peers and adults, showing understanding through verbal and non-verbal responses. Participate in collaborative conversations with peers and adults in small and large groups. Follow agreed-upon rules for discussion (e.g., taking turns, staying on topic, using appropriate voice level) Ask and answer questions to	Communicate clearly and confidently. Organize their thoughts before speaking. Speak in complete sentences. Use appropriate tone, volume, and pacing. Actively listen to others. Respond respectfully in conversations. Ask and answer questions to deepen understanding.

	turns, staying on topic) Ask or answer simple questions with support, often needing clarification or repetition. Attempt to describe events or retell stories, though sequencing and detail may be limited. Show limited ability to adjust speech for different contexts or audiences without adult prompting.	sometimes needing support. Retell familiar events or stories with some relevant details and a basic logical sequence. Begin to adjust their speech depending on the context or audience, with guidance.	seek help, get information, or clarify understanding. Use oral language to describe events, retell stories, and provide relevant details in a logical sequence. Adjust speech for different purposes and audiences (e.g., informal conversations vs. classroom presentations)	
Written Communication: Clarity and coherence, proper grammar and mechanics, understanding of purpose and audience, effective use of evidence and examples.	Attempt to generate ideas with support, but may need assistance to organize them meaningfully. Compose short or incomplete texts using basic words or drawings to convey meaning. Demonstrate emerging awareness of writing conventions (e.g., spacing, capitalization, punctuation), but require frequent reminders. Write with guidance for limited purposes, often relying on models or	Generate and organize simple ideas with some structure to convey meaning in writing. Compose short texts using grade-appropriate sentence structures and familiar vocabulary. Apply basic writing conventions with increasing consistency, though errors may still be present. Write for a range of purposes (e.g., to inform, narrate, or express ideas) with prompts or guidance. Use phonetic strategies and	Generate and organize ideas to convey meaning in written form. Compose simple texts using grade-appropriate sentence structures and vocabulary. Apply basic writing conventions, including spacing, capitalization, punctuation, and spelling. Write for a variety of purposes (e.g., to inform, narrate, describe, or express opinions) Use phonetic strategies and high-frequency words to spell	Write using complete sentences. Use proper grammar and punctuation. Convey their thoughts in various types of writing, such as stories, essays, and letters. Organize their ideas logically. Stay on topic throughout their writing. Revise their work to improve clarity and add detail.

	prompts. Use beginning phonetic strategies to approximate spelling of familiar words. Participate in early stages of the writing process with substantial support (e.g., planning or drawing before writing). Show early interest in writing, though confidence and independence are still developing. Require support to respond to feedback and revise or clarify writing.	common high-frequency words to spell familiar and some unfamiliar words. Engage in the stages of the writing process (e.g., planning, drafting, revising) with guidance and occasional prompting. Demonstrate growing motivation to express themselves through writing. Begin to use feedback to make simple improvements in clarity, organization, or mechanics.	familiar and unfamiliar words. Participate in the stages of the writing process (planning, drafting, revising, and sharing) with guidance and support. Develop confidence and motivation to express ideas through writing. Respond to feedback to improve clarity, organization, and mechanics in their writing.	
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Effective Communicator

Effective communication is the process of clearly conveying a message to the recipient, ensuring they understand the intended meaning and purpose, resulting in a satisfying exchange of information between the sender and receiver; it involves actively listening, being concise, and choosing appropriate language for the situation.

Grades 3 - 5	Emerging Competence	Approaching Competence	Competent	Extending Competence
Interpersonal Communication: Active listening, non-verbal	Begin to share their thoughts and feelings in conversations	Express their thoughts and feelings in simple	Express their thoughts and feelings clearly.	Demonstrate active listening skills by attentively

communication, respectful discourse, empathy, perspective-taking, and communication between individuals.	with support. Learn to listen when others speak. Need reminders to wait their turn in conversations. Develop an awareness of respectful language. Start to notice basic nonverbal cues, such as smiles or frowns.	conversations. Become more consistent in listening and responding appropriately. Take turns during conversations. Use respectful language, though occasional reminders may be needed. Begin to recognize and interpret a wider range of nonverbal cues, such as tone of voice and body posture.	Listen actively during conversations. respond appropriately in conversations. Understand the importance of taking turns when speaking. Use respectful language in interactions. Recognize and interpret nonverbal cues, such as facial expressions and body language.	processing information and exhibiting engagement in both face-to-face and digital communication contexts. Accurately interpret nonverbal cues such as body language, facial expressions, and tone of voice, as well as digital indicators like emojis and text formatting. Participate effectively in one-on-one interactions, contributing thoughtfully and managing conversational dynamics with appropriateness and clarity. Communicate with empathy and respect, showing awareness of others' emotions, perspectives, and personal boundaries across in-person and online settings.
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Oral Communications: Clarity and coherence, audience awareness, active listening, and effective public speaking.	Begin to share ideas verbally in group or class discussions. Speak in short phrases or sentences. Often need prompts to stay on topic, or have some unclear speech at times. Learn to adjust volume and tone for different settings. Often needs support to organize their thoughts before speaking.	Share ideas using complete sentences. Be more consistent in staying on topic during discussions. Develop confidence in speaking in front of others. Begin to use appropriate volume, tone, and pace when speaking. Organize their thoughts with minimal support. Start to adapt their communication to fit different audiences and purposes.	Communicate clearly and confidently. Organize their thoughts before speaking. Speak in complete sentences. Use appropriate tone, volume, and pacing. Actively listen to others. Respond respectfully in conversations. Ask and answer questions to deepen understanding.	Speak clearly with generally appropriate pace and volume. Present ideas that are mostly organized logically with some use of transitions. Use understandable language appropriate for the audience. Make eye contact and acknowledge different perspectives. Ask relevant questions related to the topic and respond appropriately to others' ideas. Deliver presentations with reasonable confidence and answer questions adequately.
Written Communication: Clarity and coherence, proper grammar and mechanics, understanding of purpose and audience, effective use of evidence and examples.	Begin to express ideas in writing with support. Write using simple sentences with limited detail and organization. Have common errors in spelling, grammar, and punctuation. Need help staying on topic.	Write clear ideas using complete sentences and some descriptive detail. Write following a logical sequence, though organization may need improvement. Develop consistency with grammar, spelling, and punctuation.	Write using complete sentences. Use proper grammar and punctuation. Convey their thoughts in various types of writing, such as stories, essays, and letters. Organize their ideas logically. Stay on topic throughout their	Present ideas in a clear, logical, and well-organized manner. Use correct grammar, punctuation, spelling, capitalization, and sentence structure. Effectively addresses purpose and audience. Support claims with relevant,

	Learn to use writing to share thoughts and information.	Stay on topic with minimal guidance. Begin to revise their work based on feedback.	writing. Revise their work to improve clarity and add detail.	specific evidence and examples. Use appropriate formats, including digital communication conventions.
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Effective Communicator

Effective communication is the process of clearly conveying a message to the recipient, ensuring they understand the intended meaning and purpose, resulting in a satisfying exchange of information between the sender and receiver; it involves actively listening, being concise, and choosing appropriate language for the situation.

Grades 6 - 8	Emerging Competence	Approaching Competence	Competent	Extending Competence
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Interpersonal Communication: Active listening, non-verbal communication, respectful discourse, empathy, perspective-taking, and communication between individuals.	Show basic listening skills (e.g., eye contact, nodding) but may need prompts to stay focused or process messages. Identify obvious nonverbal cues (e.g., facial expressions, tone) but may miss or misinterpret subtle ones, including in digital communication. Participate in one-on-one conversations with support, though responses may be brief, off-topic, or lack turn-taking. Begin to show empathy and respect but often need reminders to consider others' feelings, perspectives, or boundaries, especially online.	Listen attentively with increasing focus, often responding to key details, though occasional lapses may occur. Interpret nonverbal cues with greater accuracy, understanding basic body language and digital indicators, though occasional misinterpretations may happen. Engage confidently in one-on-one conversations, contributing relevant responses and managing turn-taking, though focus may need occasional redirection. Communicate with growing empathy & respect, showing awareness of others' emotions and boundaries, but may need reminders in complex interactions.	Demonstrate active listening skills by attentively processing information and exhibiting engagement in both face-to-face and digital communication contexts. Accurately interpret nonverbal cues such as body language, facial expressions, and tone of voice, as well as digital indicators like emojis and text formatting. Participate effectively in one-on-one interactions, contributing thoughtfully and managing conversational dynamics with appropriateness and clarity. Communicate with empathy and respect, showing awareness of others' emotions, perspectives, and personal boundaries across in-person and online settings.	Adapt to conflict management strategies Demonstrate empathy, negotiation, and teamwork Develop interpersonal communication skills that are essential qualities of an effective leader.
Oral Communications: Clarity and coherence, audience awareness, active listening, and effective public speaking.	Speak unclear or too fast/slow, with inconsistent volume. Share ideas that are loosely connected with little or no use of transitions.	Speak clearly at times, though pace and volume may vary. Share somewhat organized ideas with weak or unclear transitions. Use mostly understandable	Speak clearly with generally appropriate pace and volume. Present ideas that are mostly organized logically with some use of transitions. Use understandable language	Communicate effectively with peers and adults by expressing themselves appropriately. Demonstrate clarity, conciseness, coherence, and courtesy in their interactions.

	Use language that is sometimes unclear or inappropriate for the audience. Rarely make eye contact and show limited awareness of other perspectives. Seldom ask relevant questions or struggles to respond to others' ideas. Present with noticeable hesitation, with minimal confidence and difficulty answering questions.	language, with occasional audience mismatches. Show limited eye contact and may miss or overlook other perspectives. Ask loosely related questions and attempt responses, though often vague. Present with some hesitation and may struggle to answer questions clearly.	appropriate for the audience. Make eye contact and acknowledge different perspectives. Ask relevant questions related to the topic and respond appropriately to others' ideas. Deliver presentations with reasonable confidence and answers questions adequately.	Maintain a conversational tone suited to the setting they are in.
Written Communication: Clarity and coherence, proper grammar and mechanics, understanding of purpose and audience, effective use of evidence and examples.	Present ideas which are somewhat clear but may lack logical flow or organization. Show frequent errors in grammar, punctuation, spelling, capitalization, or sentence structure that may affect clarity. Attempt to address purpose and audience but may do so inconsistently. Support claims weakly with limited or vague evidence. Show limited use or	Presentation of Ideas are mostly clear and somewhat organized, but may lack consistent logic or structure. Show some errors in grammar, punctuation, spelling, capitalization, or sentence structure, but meaning is generally clear. Attempt to address purpose and audience, though not always effectively. Support claims with some relevant evidence, though it may be general or	Present ideas in a clear, logical, and well-organized manner. Use correct grammar, punctuation, spelling, capitalization, and sentence structure. Effectively addresses purpose and audience. Support claims with relevant, specific evidence and examples. Use appropriate formats, including digital	Gather, assess, and synthesize information from credible sources on the topic. Evaluate the evidence and generate ideas to demonstrate understanding of the topic and purpose through their creative writing sources. Use AI as a tool to expand their writing not in a plagiaristic manner.

	understanding of appropriate formats and digital communication conventions.	underdeveloped. Use basic formats appropriately, with partial awareness of digital communication conventions.	communication conventions.	
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Effective Communicator

Effective communication is the process of clearly conveying a message to the recipient, ensuring they understand the intended meaning and purpose, resulting in a satisfying exchange of information between the sender and receiver; it involves actively listening, being concise, and choosing appropriate language for the situation.

Grades 9 - 12	Emerging Competence	Approaching Competence	Competent	Extending Competence
Interpersonal Communication: Active listening, non-verbal communication, respectful discourse, empathy, perspective-taking, and communication between individuals.	Use essential social skills for effective communication while encompassing conversation.	Understand and interpret the body language of others, while using appropriate body language to communicate effectively. Actively listen and express empathy toward others.	Engage in active listening. Analyze and comprehend body language and nonverbal cues. Cultivate meaningful conversations by demonstrating empathy and authentic curiosity.	Be able to adapt to conflict management. Demonstrate empathy, negotiation, and teamwork. All of these interpersonal skills in communication should be attributes of an effective leader.
Oral Communications: Clarity and coherence, audience awareness, active listening, and effective public	Participate effectively in a range of conversations and collaborations on topics, texts, and issues.	Use oral communication to clearly and concisely express their thoughts in their own language.	Develop collaborative skills. Articulate and actively listen to ideas.	Communicate effectively with peers and adults by expressing themselves in an appropriate manner.

speaking.			Synthesize and critically assess information from diverse sources. Utilize media, visual displays, and language strategically to fulfill communicative goals, while adapting to context and task requirements.	Demonstrate clarity, conciseness, coherence, and courtesy in their interactions. Maintain a conversational tone suitable for the setting they are in.
Written Communication: Clarity and coherence, proper grammar and mechanics, understanding of purpose and audience, effective use of evidence and examples.	Learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.	Use logical reasoning and evidence to support their writing while using appropriate syntax, grammar, and citations.	Interpret, evaluate, and integrate information from multiple sources presented in various formats and mediums. Verify the credibility and accuracy of each source. Identify discrepancies among the data. Use this analysis to make informed decisions.	Gather, assess, and synthesize information from credible sources related to the topic. Evaluate the evidence and generate ideas to demonstrate their understanding through creative writing. Use AI as a tool to enhance their writing, ensuring it is done ethically and without plagiarism.

Resilient Resilience is the ability to adapt to and overcome challenges, setbacks, and adversity. It is a skill that can be developed and improved over time.				
Grades Pre-K	Emerging Competence	Approaching Competence	Competent	Extending Competence

With support, students will be able to achieve adult-provided goals.	Recognize the basic definition/idea of a goal.	Identify and sort a generalized list of personal goals and educational goals.	Name a current personal and educational goal, developed with adult support.	Describe who, what, when and where of a current personal and educational goal, established with adult support.
Students will be able to develop maintained focus, with support, on tasks requiring more than one attempt and understand that choices matter and have consequences.	Identify the purpose of focus. Match choices with possible consequences or outcomes.	Describe, with support, how focus helps to complete a task and practice attempting a repeated task. State examples from their own experience of choices and possible consequences or outcomes.	Develop persistence while attempting a repeated task, with support. Describe the effects or outcomes of a choice.	Demonstrate flexibility and focus while attempting a repeated task with minimum support. Explain the relationship between consequences and choices.
Students will be able to know the difference between a truth and a lie, while practicing truthfulness.	Recognize, with guidance, when something is the truth.	Describe what it means to tell the truth.	Compare the difference between a truth and a lie while practicing truthfulness.	Explain why telling the truth is important.
Students will be able to identify emotions, recognize and social needs, ask for help and participate in guided wellness activities.	Discuss what emotions are.	Participate in lessons or activities that help recognize emotions.	Identify a range of emotions. Ask for help when support is needed.	Describe connections between physical, social-emotional health and mental well-being. Understand how mental health impacts behaviors.
Students will be able to demonstrate the ability to show respect for their diverse community by recognizing and appreciating similarities and differences between	From a list, select similarities and differences between themselves and their peers to demonstrate the ability to show respect for their diverse community	Recall and state similarities and differences between themselves and their peers to demonstrate the ability to show respect for their diverse community.	Recognize and appreciate similarities and differences between themselves and their peers to demonstrate the ability to show respect for their diverse community.	Identify why and how similarities and differences between themselves and their peers influence interpersonal skills to demonstrate the ability to show respect for

themselves and their peers.				their diverse community.
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Resilient

Resilience is the ability to adapt to and overcome challenges, setbacks, and adversity. It is a skill that can be developed and improved over time.

Grades K - 2	Emerging Competence	Approaching Competence	Competent	Extending Competence
With support, students will be able to set short-term personal and educational goals.	Recognize the basic definition/idea of a goal.	Identify and sort a generalized list of personal goals and educational goals.	Name a current personal and educational goal, developed with adult support.	Describe who, what, when and where of a current personal and educational goal, established with adult support.
Students will be able to have age-appropriate, consistent educational interests while beginning to develop awareness and control of themselves and their social environments.	List educational subjects or topics. Identify ways to show self-control.	Rank educational subjects or topics in order of preference. Practice, with support, showing self-control with others	Describe an educational subject or topic that is interesting to the individual student. Demonstrate self control with others.	Describe and provide reasons why an educational subject or topic is interesting to the individual student. Recognize and explain a situation where a student displayed self control with others.
Students will be able to make sense of a situation by recalling what did and did not happen and express their	Observe what happens in a situation. Recognize emotions	Recognize what happens in a situation. Identify personal emotions	Make sense of a situation by recalling what did and did not happen.	Analyze a situation from a different viewpoint. Support others to express

emotions appropriately		and those of others.	Express emotions appropriately.	emotions appropriately.
Students will be able to explore self-awareness, participate in wellness activities and develop self advocacy skills to express physical and social-emotional needs appropriately with trusted adults.	Identify personal emotions. Discuss a variety of coping skills.	Notice personal emotions and reactions. Recognize when to use coping skills. Name the trusted adults that feelings can be shared with.	Understand the effects of different emotions and reactions. Use coping skills, including speaking with a trusted adult, to respond to emotions.	Describe connections between physical, social-emotional health and mental well-being. Identify the causes of emotions and express them to a trusted adult.
Students will be able to show self-respect through practicing self-regulation and distinguishing appropriate communication of their needs to self-advocate.	Show self-respect by describing self regulation strategies and appropriately communicating needs through self-advocacy.	Show self-respect and self-regulation by differentiating between appropriate types of communication to demonstrate their need to self-advocate.	Show self-respect by practicing self-regulation and distinguishing appropriate communication to self-advocate.	Explore self-respect by describing the effects of self regulation together with the key parts of self-advocacy and appropriate communication.

Resilient Resilience is the ability to adapt to and overcome challenges, setbacks, and adversity. It is a skill that can be developed and improved over time.				
Grades 3 - 5	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to set and achieve short and long-term educational and personal goals with prompting.	Identify personal and educational goals, with prompting.	Describe short- and long-term educational and personal goals, with prompting.	Make and complete short- and long-term educational and personal goals, with prompting.	Develop and complete short and long-term educational and personal goals and reflect on the outcomes.

Students will be able to understand that the learning process is increasingly challenging, requiring consistent interest and persistent effort through developing self-control and intrinsic motivation.	Recognize that the learning process becomes increasingly challenging and will require consistent interest and persistent effort. Identify what self control and intrinsic motivation look like.	Describe how the learning process is increasingly challenging while explaining how consistent interest and persistent effort leads to success. State how self-control and intrinsic motivation lead to success.	Describe how the learning process is increasingly challenging and represent how consistent interest and persistent effort leads to success. Demonstrate self-control and intrinsic motivation to complete tasks.	Differentiate between simpler and more challenging tasks while recognizing that consistent interest and persistent effort can be called productive struggle. Model self-control and intrinsic motivation to ensure tasks are done on time and successfully.
Students will be able to assess a situation, apply empathy and articulate how their choices have positive and negative outcomes.	Describe a situation. Understand empathy. Explain the impact of a choice.	Summarize key details of a situation. Recognize how to use empathy. Describe possible outcomes of choices.	Assess a situation. Apply empathy. Articulate how choices have positive and negative outcomes.	Predict appropriate ways to respond to a situation. Investigate ways to show empathy. Reflect on choices and determine ways to avoid negative outcomes.
Students will be able to develop self-awareness, participate in wellness routines and practice self advocacy skills by asking for help with mental, physical and social-emotional needs from trusted relationships.	Define positive and negative stress and how each feels. Compare healthy and unhealthy ways to cope with emotions and minimize stress.	Recognize healthy and unhealthy routines for coping with stress and uncomfortable emotions. Explore a variety of healthy stress management routines and coping techniques, including self-advocacy to a trusted adult.	Practice healthy stress management routines. Ask for help from a trusted adult when struggling to cope with stress or other uncomfortable emotions.	Reflect on the connections between physical, social, emotional and mental health. Understand how to address mental health when it impacts engagement with others and activities.
Students will be able to show	Show self-respect by	Show self-respect by	Show self-respect by	Show self-respect by

self-respect by understanding and communicating their cultures, traditions, values, privileges and needs to their diverse community members.	recognizing their cultures, traditions, values, privileges and needs to their diverse community members.	describing their cultures, traditions, values, privileges and needs to their diverse community members.	understanding and communicating cultures, traditions, values, privileges and needs to their diverse community members.	discerning and appreciating their cultures, traditions, values, privileges and needs to share with their diverse community members.
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Resilient

Resilience is the ability to adapt to and overcome challenges, setbacks, and adversity. It is a skill that can be developed and improved over time.

Grades 6 - 8	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to design and implement educational and personal goals as well as begin to monitor and adjust with minimal prompting while beginning to explore occupational goals.	List educational and personal goals Identify ways goals could be measured, with minimal prompting.	Establish criteria for educational and personal goals with measurable outcomes while reflecting on long-term ideas for their future. Adapt the goals on personal reflection, recognize possible obstacles.	Develop educational and personal goals with measurable outcomes and begin to explore occupational goals. Monitor and edit the goals with minimal prompting.	Design educational, personal and occupational goals with measurable outcomes which reflect long-term ideas for their future. Evaluate and adapt the goals, recognizing possible obstacles.
Students will be able to engage in “productive struggle” while continuing to understand and apply consistent interest, persistent effort and self-efficacy as	Identify what productive struggle is and explain ways in which consistent interest, persistent effort and self-efficacy lead to success.	Describe examples in which productive struggle takes place with consistent interest, persistent effort and self-efficacy.	Demonstrate productive struggle with consistent interest, persistent effort and self-efficacy. Investigate their boundaries	Develop experience in “productive struggle” while establishing consistent interest, persistent effort and self-efficacy.

they explore their boundaries and motivations within their environment.	Describe what boundaries look like and how they might differ between environments.	Distinguish their boundaries and motivations within their environment.	and motivations within their environment.	Think through the implications of personal boundaries and defend your choices of where your boundaries lie.
Students will be able to recognize and acknowledge that their choices have intended and unintended outcomes now and in the future.	Recognize how to use empathy. Describe possible outcomes of choices.	Apply empathy. Acknowledge that choices have intended and unintended outcomes.	Investigate alternative ways to show empathy. Recognize and acknowledge choices have intended and unintended outcomes now and in the future.	Display empathy while making decisions. Determine the best choices based on possible outcomes.
Students will be able to practice self-awareness and self-advocacy, set goals and build routines towards balance through mental, physical and social emotional wellness.	Define mental health needs. Explore accessible mental health resources and supports.	Prioritize mental health needs and potential goals and routines. Identify available resources that are most applicable to support personal needs. Explore different ways to advocate for mental health support needed.	Set goals and build routines to address mental health needs. Identify obstacles and how to overcome them to achieve those goals. Advocate appropriately for the support needed to meet mental health goals.	Evaluate mental health accomplishments when goal setting and reflect on the balance between physical and social-emotional health.
Students will be able to model self-respect by understanding and appropriately expressing the unique values, privileges and needs associated with their own cultural, racial, political and interpersonal	Model self-respect by describing the unique values, privileges and needs associated with their own cultural, racial, political and interpersonal groups to promote personal well-being	Model self-respect by stating and demonstrating the unique values, privileges and needs associated with their own cultural, racial, political and interpersonal groups to promote personal wellbeing	Model self-respect by understanding and appropriately expressing the unique values, privileges and needs associated with their own cultural, racial, political and interpersonal groups to	Model self-respect by defending a position for appropriately expressing the unique values, privileges and needs associated with their own cultural, racial, political and interpersonal groups to

groups to promote personal well-being and self-advocacy.	and self-advocacy.	and self-advocacy.	promote personal wellbeing and self-advocacy.	promote personal wellbeing and self-advocacy.
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Resilient Resilience is the ability to adapt to and overcome challenges, setbacks, and adversity. It is a skill that can be developed and improved over time.				
Grades 9 - 12	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to design, implement, monitor and adjust measurable, multistep educational, occupational and personal goals.	Identify measurable educational, occupational and personal goals. Organize goals into educational, occupational and personal categories.	Decide measurable educational, occupational and personal goals with criteria established to measure success. Recognize possible obstacles to the goals	Develop measurable and multi-step educational, occupational and personal goals with criteria established to measure success. Adapt as new obstacles are observed to the goal	Generate several measurable multi-step educational, occupational and personal goals with criteria established to measure success. Predict future obstacles to educational, occupational and personal goals
Students will be able to engage in “productive struggle” with consistent interest, persistent effort and self-efficacy as they refine their boundaries and motivations within their environment.	Recognize opportunities for “productive struggle” and persistent effort in one’s individual experiences. Describe motivations for success.	Establish criteria for “productive struggle” and persistent effort in learning from one’s individual experiences. Evaluate motivations for success.	Develop purposeful effort with a sustained interest in learning. Adjust, as needed, motivations for success.	Explain self-efficacy and resilience as it relates to individual choices and experiences. Predict motivations needed for success.

Students will be able to display empathy while making decisions, be accountable for their actions and consider the implications of their choices	Explain empathy. Understand personal responsibility for actions. Recognize that choices have implications for others.	Recognize actions that show empathy while making decisions. Accept responsibility for actions. Reflect on another's perspective.	Display empathy while making decisions. Demonstrate accountability for actions. Consider the implications of choices and how they affect others.	Perceive broader impact of empathy on community or society. Encourage accountable behaviors in others. Use feedback to set goals and monitor choices in a variety of settings.
Students will be able to apply self-awareness to assess and monitor needs, set goals and routines and self advocate for the supports they need to develop balance through mental, physical and social emotional wellness.	Recognize healthy and unhealthy routines for coping with stress and uncomfortable emotions. Explore a variety of healthy stress management routines and coping techniques, including advocating for needs with someone trusted.	Prioritize mental health needs by setting goals and implementing strategies that are most effective for strengthening mental health. Engage with appropriate resources and positive relationships.	Apply strategies to develop routines and meet goals while monitoring changing mental health needs. Act promptly when in need or treated unfairly by seeking out the most appropriate resources, including relationships.	Revise routines so that they effectively address mental health needs and help develop balance with physical and social-emotional wellness. Seek out new resources, including relationships, as they become available or as needs arise.
Students will be able to apply self-respect through establishing and expressing the unique values, privileges and needs associated with their own cultural, racial, political and interpersonal groups to promote personal well-being and self-advocacy.	Apply self-respect by identifying the unique values, privileges and needs associated with the student's own cultural, racial, political and interpersonal groups to promote personal wellbeing and self-advocacy.	Apply self-respect by identifying and establishing the unique values, privileges and needs associated with the student's own cultural, racial, political and interpersonal groups to promote personal wellbeing and self-advocacy.	Apply self-respect by establishing and expressing the unique values, privileges and needs associated with the student's own cultural, racial, political and interpersonal groups to promote personal wellbeing and self-advocacy.	Apply self-respect by expressing and explaining the unique values, privileges and needs associated with the student's own cultural, racial, political and interpersonal groups to advance personal well-being and self-advocacy.

Personal Responsibility

Personal Responsibility, also known as accountability, refers to your level of commitment to setting and attaining beneficial goals for yourself. It also means you have the courage to own your role in your behavior, feelings, and decisions in all areas of your life. Personal responsibility is lived out by acceptance of the outcome of your actions, regardless of how good, bad, easy, or difficult those outcomes may be.

Grades Pre-K	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to know the difference between a truth and a lie, while practicing truthfulness.	Recognize, with guidance, when something is the truth.	Describe what it means to tell the truth.	Compare the difference between a truth and a lie while practicing truthfulness.	Explain why telling the truth is important.
Students will be able to begin work using accountability by following directions.	Understand where to start work. Listen to directions.	Begin work with guidance. Follow directions with guidance.	Begin work independently. Follow directions.	Complete work independently. Be an example in following directions.

Personal Responsibility

Personal Responsibility, also known as accountability, refers to your level of commitment to setting and attaining beneficial goals for yourself. It also means you have the courage to own your role in your behavior, feelings, and decisions in all areas of your life. Personal responsibility is lived out by acceptance of the

outcome of your actions, regardless of how good, bad, easy, or difficult those outcomes may be.

Grades K - 2	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to make sense of a situation by recalling what did and did not happen and express their emotions appropriately.	Observe what happens in a situation. Recognize emotions.	Recognize what happens in a situation. Identify personal emotions and those of others.	Make sense of a situation by recalling what did and did not happen. Express emotions appropriately.	Analyze a situation from a different viewpoint. Support others to express emotions appropriately.
Students will be able to take ownership for their actions and complete tasks.	Recognize with guidance how actions affect others. Begin work with guidance on assigned tasks.	Recognize how actions affect others. Work on assigned tasks.	Take ownership for personal actions. Complete tasks.	Predict how personal actions could affect others. Help others complete tasks.
Students will know and understand the concept of cheating.	Recognize the difference between cheating and helping.	Describe the difference between cheating and helping.	Compare the difference between helping and cheating while practicing helping.	Explain the importance of not cheating, and who cheating affects. Also, describe why cheating is not helpful.

Personal Responsibility

Personal Responsibility, also known as accountability, refers to your level of commitment to setting and attaining beneficial goals for yourself. It also means you have the courage to own your role in your behavior, feelings, and decisions in all areas of your life. Personal responsibility is lived out by acceptance of the outcome of your actions, regardless of how good, bad, easy, or difficult those outcomes may be.

Grades 3 - 5	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to assess a situation, apply empathy and articulate how their choices have positive and negative outcomes.	Describe a situation. Understand integrity. Explain the impact of a choice.	Summarize key details of a situation. Recognize how to use integrity. Describe possible outcomes of choices.	Assess a situation. Apply integrity. Articulate how choices have positive and negative outcomes.	Predict appropriate ways to respond to a situation. Investigate ways to show integrity. Reflect on choices and determine ways to avoid negative outcomes.
Students will be able to identify the actions steps needed to complete commitments, meet responsibilities and contribute productively to a group.	Recognize beginning steps needed to complete commitments. Describe responsibilities. Recognize the various roles in the group.	Follow suggested action steps needed to complete commitments. Work to fulfill responsibilities. Practice assigned roles with guidance.	Identify and create action steps needed to complete commitments. Meet responsibilities. Contribute productively to a group.	Evaluate and adjust action steps throughout the process to complete commitments. Exceed responsibilities and expectations by helping others. Reflect on contribution to the group and adjust as needed.

Personal Responsibility

Personal Responsibility, also known as accountability, refers to your level of commitment to setting and attaining beneficial goals for yourself. It also means you have the courage to own your role in your behavior, feelings, and decisions in all areas of your life. Personal responsibility is lived out by acceptance of the outcome of your actions, regardless of how good, bad, easy, or difficult those outcomes may be.

Grades 6 - 8	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to	Recognize how to use	Apply integrity.	Investigate alternative ways	Display integrity while

recognize and acknowledge that their actions have intended and unintended outcomes now and in the future.	integrity. Describe possible outcomes of choices.	Acknowledge that choices have intended and unintended outcomes.	to show integrity. Recognize and acknowledge choices have intended and unintended outcomes now and in the future.	making decisions. Determine the best choices based on possible outcomes.
Students will be able to be proactive, organized and accountable in order to complete responsibilities, in addition to making contributions that positively impact their peers.	Complete responsibilities. Understand that contributions will impact peers.	Evaluate the best way to complete responsibilities. Predict how contributions will impact peers.	Be proactive, organized and accountable when completing responsibilities. Make contributions that positively impact peers.	Predict implications of completed responsibilities. Invite others to positively impact peers.

Personal Responsibility

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Grades 9 - 12	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to display integrity while making decisions, be accountable for their actions and consider the implications of their choices.	Explain empathy and integrity. Understand personal responsibility for actions.	Recognize actions that show integrity while making decisions. Accept responsibility for actions.	Display integrity while making decisions. Demonstrate accountability for actions.	Perceive broader impact of integrity on community or society. Encourage accountable behavior in others.

	Recognize that choices have implications for others.	Reflect on another's perspective.	Consider the implications of choices and how they affect others.	Use feedback to set goals and monitor choices in a variety of settings.
Students will be able to follow through on commitments and make contributions that positively impact their peers and community.	Accept given responsibilities. Understand that contributions will impact peers and community. Begin to recognize how the outcome of actions regardless of how good, bad, easy or difficult and that those outcomes may have an impact on self and others.	Make commitments to fulfill responsibilities. Predict how contributions will impact peers and community. Recognize how the outcome of actions have negative and positive effects on themselves and others.	Follow through on commitments. Make contributions that positively impact their peers and community. Understand and predict how the outcome of decisions will have an impact on themselves and the community & know the positives and negatives of each decision's outcome.	Use strategies to follow through on commitments. Invite others to positively impact peers and community. Reflect on how actions positively or negatively impact others and how to feel good that you are making a difference.

Strong Work Ethic

A “strong work ethic” refers to a dedicated attitude toward one’s job, characterized by traits like consistent hard work, reliability, punctuality, taking responsibility, and striving to perform tasks to the best of one’s ability, often demonstrating a belief that hard work is valuable and essential to achieving success in the workplace; essentially, it means consistently putting in your best effort and taking pride in your work.

Grades Pre-K	Emerging Competence	Approaching Competence	Competent	Extending Competence
Achieving Goals (with adult support)	With support, students will be able to achieve adult-provided goals.	State the actions toward achieving a given goal, with support.	Take steps toward achieving a given goal.	Complete a given goal, with support.
Focus and Choices while	Identify the purpose of	Describe, with support, how	Develop persistence while	Demonstrate flexibility and

Understanding Consequences	focus. Match choices with possible consequences or outcomes.	focus helps to complete a task. Practice attempting a repeated task.	attempting a repeated task. With support, describe the effects or outcomes of a choice.	focus while attempting a repeated task with minimum support. Explain the relationship between consequences and choices.
Evidence of Skills- Demonstrating effort in classroom and center activities	Shows some engagement during structured activities.	Follows directions to participate in most classroom activities.	Stays engaged in classroom and center activities for increasing periods.	Willingly participates and offers help to peers during activities.

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Grades K - 2	Emerging Competence	Approaching Competence	Competent	Extending Competence
Setting Basic Goals (with support)	Recognize the basic definition/idea of a goal.	Identify and sort a generalized list of personal and educational goals.	Name a current personal and educational goal, developed with adult support.	Describe the who, what, when, and where of a current personal and educational goal.
Developing Interests and Self-Control	List educational subjects or topics. Identify ways to show	Rank educational subjects or topics in order of	Describe an educational subject or topic that is	Describe and provide reasons why an educational subject or topic is

	self-control.	preference. Practice, with support, showing self-control with others.	interesting to the student. Demonstrate self-control with others.	interesting to the student. Recognize and explain a situation where a student displayed self-control with others.
Evidence of Skills: Contributing to the classroom community	Follows basic classroom rules with reminders.	Participates in classroom routines and helps occasionally.	Takes responsibility for assigned tasks in the classroom.	Actively contributes to the classroom environment and offers assistance to others.

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Grades 3 - 5	Emerging Competence	Approaching Competence	Competent	Extending Competence
Setting and Achieving Goals (with prompting)	Identify personal and educational goals, with prompting.	Describe short- and long-term educational and personal goals, with prompting.	Make and complete short- and long-term educational and personal goals, with prompting.	Develop and complete short- and long-term educational and personal goals and reflect on the outcomes.
Understanding Effort and Self-Control	Recognize that learning can be increasingly challenging.	Identify what self-control and effort look like.	Describe how effort helps when learning is challenging.	Differentiate between simpler and more challenging tasks.

				Describe how effort leads to success in increasingly challenging tasks
Developing Persistence and Motivation	Recognize that learning will require consistent interest and persistent effort.	State how self-control and effort lead to success.	Demonstrate self-control and effort to complete tasks.	Model self-control and effort to ensure tasks are done on time and successfully.
Evidence of Skills: Demonstrating responsibility in school and community.	Completes assigned schoolwork with some reminders.	Shows up on time for school and activities most of the time.	Takes responsibility for their actions and belongings at school.	Volunteers for tasks in the classroom or school and shows respect for community spaces.

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Grades 6 - 8	Emerging Competence	Approaching Competence	Competent	Extending Competence
Designing and Monitoring Goals (with minimal prompting)	List educational and personal goals.	Identify ways goals could be measured, with minimal prompting.	Develop educational and personal goals with measurable outcomes.	Design educational, personal, and begin to explore career-related goals with measurable outcomes.
Reflecting and Adapting Goals	Prioritize educational and personal goals.	Establish criteria for school and personal goals while thinking about the future.	Monitor progress on goals with minimal prompting.	Evaluate and adapt goals based on personal reflection and potential obstacles.

Engaging in Productive Struggle	Identify what productive struggle is. Explain ways in which consistent interest, persistent effort and self-efficacy lead to success.	Describe examples where effort helps overcome challenges.	Demonstrate effort, self-efficacy and persistence when faced with challenging tasks ("productive struggle").	Develop strategies for navigating "productive struggle" and reflecting on what was learned.
Evidence of Skills: Showing initiative and contributing to group work.	Participates in group activities when asked.	Completes assigned roles in group projects.	Takes initiative within group projects and contributes meaningfully.	Helps facilitate group work and encourages others to contribute their best effort.

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Grades 9 - 12	Emerging Competence	Approaching Competence	Competent	Extending Competence
Designing and Managing Complex Goals	Identify measurable educational, career, and personal goals.	Organize goals into different categories.	Develop measurable, multi-step educational, career, and personal goals with criteria for success.	Generate several measurable, multi-step school, career, and personal goals and anticipate potential obstacles.
Monitoring and Adapting Goals	Measure progress toward achieving educational and personal goals.	Recognize possible obstacles to goals.	Monitor progress on goals and adapt as needed.	Proactively adjust goals based on observed obstacles and new information.
Refining Boundaries and	Recognize opportunities for	Describe personal	Demonstrate sustained	Analyze personal

Motivation through Productive Struggle	effort in individual experiences.	motivations for success.	effort and interest in learning from challenging experiences ("productive struggle").	boundaries and motivations, and adjust them to enhance success in challenging situations.
Evidence of Skills: Demonstrating responsibility & initiative in long-term projects and community involvement.	Completes assigned tasks and meets deadlines with reminders.	Shows responsibility for their learning and commitments.	Takes initiative in long-term projects and seeks out opportunities for growth.	Demonstrates leadership and responsibility in school or community projects, seeing tasks through to completion.

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Post Secondary	Emerging Competence	Approaching Competence	Competent	Extending Competence
Designing and Transferring Multifaceted Goals	Decide on educational, career, and personal goals with criteria for success.	Predict possible knowledge and skills needed for various work and life events.	Develop measurable, multifaceted educational, career, and personal goals, anticipating necessary skills.	Design and adapt complex, multifaceted goals, strategically transferring knowledge and skills to diverse work and life events.

Applying and Reflecting on Skills	Determine through application and reflection skill aptitudes.	Defend choices for the knowledge and skills needed for various situations.	Experiment with goals and test knowledge/skills in different contexts.	Research the consequences of choices and creatively problem-solve in various work and life scenarios.
Growing Through Productive Struggle	Recognize obstacles to growth from past challenging experiences.	Establish boundaries and motivations needed for success in different environments.	Explain how "productive struggle" facilitates continued growth and learning.	Critically analyze past experiences of "productive struggle" to develop effective strategies for future challenges and growth.
Evidence of Skills: Contributing to the future of the rural community	Understands the importance of contributing to their community.	Explores potential career paths that could benefit the rural community.	Actively seeks opportunities to apply their skills and knowledge in ways that could positively impact the local community.	Demonstrates a commitment to using their skills and experiences to contribute to the long-term well-being and development of their rural community.

Contributes to Community and is Civically Aware

“Contributes to Community” means actively participating in and supporting your local area by volunteering your time, donating resources, engaging in local initiatives, or simply performing kind acts that benefit the people around you, thus helping to improve the community's overall well-being.

“Civically Aware” means to be knowledgeable about the issues affecting your community, local government, and broader society and to actively engage in understanding how these issues impact your life and the lives of others, which often leads to taking action to contribute to positive change within your community; essentially, being informed and invested in the well-being of your society.

Grades Pre-K	Emerging Competence	Approaching Competence	Competent	Extending Competence
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Students will be able to interact cooperatively with adults and peers of all backgrounds. Students will contribute to the classroom community.	Recognize Identify classroom rules for how to cooperate with others.	Understand Explain classroom rules for how to cooperate with others from diverse backgrounds.	Apply Contribute to the classroom community by fulfilling jobs, recognizing needs and participating in group activities.	Assess Cooperate with others from diverse backgrounds by sharing, taking turns with a large group and planning conflict resolution with peers.
With support, students will be able to show kindness through their words and actions as they help and serve in their home and classroom.	Recognize List appropriate examples of how one could contribute to their classroom community.	Understand Describe ways to contribute to the classroom community.	Apply Cooperate with others from diverse backgrounds by sharing, taking turns with a partner and problem solving.	Assess Share ideas for contributions that meet the needs of the classroom community.

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Grades K -2	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to identify the structure of and roles within a community. Students will explain how their individual role contributes to the community.	Recognize Define a community Recognize personal strengths.	Understand Compare and contrast the structures of and roles within a diverse community. Describe how each participant in a community has a determinant role and how to contribute to the community.	Apply Identify the structure of and roles within a diverse community. Explain and discuss how individuals’ personal strengths contribute to the community.	Assess Explain the importance of a classroom community and begin to participate in democratic processes within that community. Establish a list of individual roles that would contribute to the classroom community

				based on personal strengths and enact those roles.
Students will be able to proactively show kindness through their words and actions as they help and serve in their school and local community.	Students will recognize that actions and words affect how others respond when serving the local community.	Students will understand the effects of kindness on others and in their school and community.	Students will demonstrate kindness in words, deeds, and interactions with their peers and members of the community.	Students will be able to reflect and adjust their words, deeds, and interactions with their peers and members of the community.

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Grades 3 - 5	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to develop societal awareness at the local, state and national level by expanding participation in civic activities.	Recognize Identify societal systems at local, state and national level. Recognize civic engagement opportunities.	Understand Describe societal systems at local, state or national levels. Explore ways to personally participate in diverse civic activities.	Apply Investigate and explain the relationship between the individual and societal systems at the local, state and national level. Analyze opportunities and participate in diverse civic activities at the local, state or national level.	Assess Take a position on the impact of the individual and societal systems at the local, state or national level. Reflect on their role in acting and participating in civic activities.
Students will be able to	Recognize that needs exist in	Students will understand the	Students will engage in	Students will recognize and

participate in their communities by addressing identified needs and serving without the expectation of compensation or recognition.	each community and can be met by serving others without expectation of reward.	effects of helping to serve individuals and communities.	school and community service opportunities.	engage in opportunities for service
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Grades 6 - 8	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to understand and evaluate the role of government and economy as it relates to citizen rights and responsibilities.	Recognize Identify different types and roles of governments and economies. Summarize citizen rights and responsibilities.	Understand Distinguish the roles of governments and economies as it relates to citizen rights and responsibilities.	Apply Evaluate and critique the role of our government and economy as it relates to citizen rights and responsibilities.	Assess Exercise citizen rights and responsibilities with appropriate and informed actions. Justify the role of our government and economy and predict the impact as it relates to citizen rights and responsibilities.
Students will be able to play a role in their communities by addressing selected needs and serving without the expectation of compensation	Recognize that needs exist in each community and can be met by serving others without expectation of reward.	Students will understand the effects of helping to serve individuals and communities.	Students will engage in school and community service opportunities.	Students will recognize and engage in opportunities for service

or formal recognition.				
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Grades 9 - 12	Emerging Competence	Approaching Competence	Competent	Extending Competence
Students will be able to use their knowledge of government and economic systems to defend civic choices and analyze and evaluate options.	Recognize Identify government and economic systems. Explain civic choices.	Understand Compare and contrast different types of government and economic systems. Draw conclusions about civic options.	Apply Use knowledge of government and economic systems to analyze and evaluate civic choices. Defend civic and economic choices.	Assess Apply knowledge of civic choices with appropriate and informed action. Reflect on and adapt civic choices based on community implications.
Students will be able to engage civically in communities (local and global) by addressing recognized needs and serving without the expectation of compensation or recognition.	Recognize the need for civic organizations and engage in the various service opportunities.	Understand the role of school, community, state, and federal government in individual and community life.	Engage in school, community, state, and federal government and when of age participate in elections, attend meetings, and support community and civic opportunities.	Students will adjust their civic participation based upon their reflection and experience.

* The contents found on pages 3-7, Academic Mastery, are sourced and adapted from the Utah State Board of Education, Portrait of a Graduate. Strategic planning 2025/2026 will focus on defining and developing academic mastery specific to Emery County School District.