

STUDENT SUCCESS SKILL STANDARDS

All Schools. All Students. All Teachers.



SENSE OF BELONGING				
The sense of being accepted, valued, included, and encouraged by others (teachers and peers) in the academic classroom setting.				
	K-2	3-5	6-8	9-12
SB1	Identify what it means to belong.	Recognize examples of being included, valued, and accepted.	Explain the importance of and attempt to be involved in groups and/or activities.	Engage in school and/or community groups/activities to foster connectivity and build relationships.
SB2	Identify ways to work, help, and play well with others.	Describe ways to value, accept, and encourage others.	Participate in groups/activities with others who value, accept, and/or encourage.	Analyze the impact of involvement in groups/activities on self and relationships with others.

REFLECTIVE LEARNING STRATEGIES				
The ability to monitor and understand one's own learning, motivation, and comprehension processes, to transform that understanding into critical thinking, and to self-correct when one detects confusion or error in one's thinking.				
	K-2	3-5	6-8	9-12
RLS1	Identify academic strengths and areas of growth.	Recognize that self-monitoring and self-correcting are part of learning.	Explain and attempt self-monitoring and self-correcting during the learning process.	Apply self-monitoring and self-correcting during the learning process.
RLS2	Participate in learning opportunities.	Explain how motivation impacts learning.	Explain and attempt to adjust level of motivation and degree of effort in various settings.	Evaluate and adjust level of motivation and degree of effort in various settings.

SELF-MANAGEMENT

The ability to regulate emotions, thoughts, and behaviors on one's own and in social interactions with peers and adults.

	K-2	3-5	6-8	9-12
SM1	Identify strategies to regulate emotions.	Describe effective strategies to regulate emotions and behaviors.	Explain and attempt personal strategies to regulate one's emotions and behaviors in various contexts.	Apply personal strategies to regulate one's emotions and behaviors in various contexts.
SM2	Use time efficiently when given a task.	Divide complex tasks into smaller components.	Explain and attempt time-management strategies to complete in-school tasks.	Apply time-management strategies to attain a balanced in-school/out-of-school schedule.
SM3	Identify cause/effect relationships related to choices.	Predict possible outcomes to behavioral choices.	Analyze the reason for making a choice related to a specific outcome.	Evaluate reasons and possible positive/negative outcomes when making decisions.
SM4	Identify reasons to keep trying.	Identify personal challenges.	Explain and attempt perseverance strategies.	Demonstrate perseverance related to challenges.
SM5	Define a goal.	Describe the steps in setting and working toward goals.	Set measurable goals and monitor progress.	Monitor progress, make necessary adjustments, and evaluate outcomes related to goals.

SOCIAL COMPETENCE

The ability to understand social and ethical norms for behavior and empathize with others from diverse backgrounds.

	K-2	3-5	6-8	9-12
SC1	Identify ways to express thoughts, needs, and wants to peers and adults.	Describe how words, voice, tone, and body language communicate and may affect interactions.	Explain how culturally sensitive communication differs in varying roles, relationships, and settings.	Demonstrate culturally sensitive communication in varying roles, relationships, and settings.
SC2	Recognize that others may have a different point of view.	Recognize that others may have a different point of view and that this may affect interactions.	Analyze different points of view to understand varying perspectives.	Engage in constructive dialogue and activities with people who have different points of view.

COLLABORATIVE PROBLEM SOLVING

The ability to work effectively with others to create products or solve problems by sharing understanding and pooling knowledge, skills, and efforts to reach solutions.

	K-2	3-5	6-8	9-12
CPS1	Identify a problem to be solved by a group.	Identify problem solving skills and strategies for working in groups.	Describe problem solving skills and attempt to utilize strategies to help overcome group challenges.	Apply problem solving skills and strategies that lead to optimal group solutions.
CPS2	Identify important skills and strategies for working in groups.	Describe collaboration skills and strategies for working in groups.	Apply collaboration skills and strategies when working in groups.	Work collaboratively to plan, implement, and evaluate goals/projects that address classroom, school, or community needs.

SELF-AWARENESS

The ability to recognize one's own thoughts, emotions, and values and how they influence behavior. The perception of the extent to which one's most basic abilities can be developed through study, practice, dedication, and hard work.

	K-2	3-5	6-8	9-12
SA1	Identify emotions.	Recognize that thoughts and emotions relate to physical symptoms and behaviors.	Self-assess whether one's emotions and reactions are proportional to a situation.	Analyze the connection between thoughts and emotions and how they relate to physical symptoms and behaviors.
SA2	Identify similarities and differences; likes and dislikes.	Acknowledge similarities/differences and likes/dislikes between self and others.	Describe one's personal experiences, biases, perspectives, and values.	Analyze the connections among personal experiences, biases, perspectives, and values.