



Walla Walla Public Schools

Developing Washington's Most Sought-After Graduates

21st Century Promise Standards By Grade Band TK-12

In Walla Walla Public Schools, we operate in an aligned and coherent system. This means students will receive access to the same promise standards no matter which school they attend. In May 2024, teachers and school counselors came together to identify 8-12 promise standards per grade level to ensure consistency across schools, and to ensure all students progress to the next level with the same foundation of skills and knowledge. This document summarizes the standards for which all students will receive instruction, and additional support to achieve proficiency.

Transitional Kindergarten

- With adult assistance, I can follow routines and identify ideas to solve problems.
- With adult assistance, I can acknowledge there are consequences for my choices and behavior.
- With adult assistance, I can understand I can solve problems.
- With adult assistance, I can identify emotions and perspectives expressed by others.
- With adult assistance, I can demonstrate attentive listening skills.
- With adult assistance, I can demonstrate the ability to wait, take turns, and share with others.
- With adult assistance, I can positively and respectfully interact in peer and group activities and interactions.
- With adult assistance, I can identify and perform tasks that contribute to the operation of my classroom, like following established rules, taking turns, being mindful of others.



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Kindergarten - Second Grade

- With adult assistance, I can recognize, identify, and name my emotions, feelings, and thoughts.
- With adult assistance, I can verbally express my emotions or feelings.
- With adult assistance, I can identify a safe adult I see as a resource or support outside of my family.
- With adult assistance, I can identify strategies to help me be in control of myself and ask for additional assistance as needed.
- With adult assistance, I can follow routines and identify ideas to solve problems.
- With adult assistance, I can acknowledge there are consequences for my choices and behavior.
- With adult assistance, I can identify emotions and perspectives expressed by others.
- With adult assistance, I can demonstrate attentive listening skills.
- With adult assistance, I can demonstrate the ability to wait, take turns, and share with others.
- With adult assistance, I can describe how my behavior influences school and community functioning.
- With adult assistance, I can positively and respectfully interact in peer and group activities and interactions.
- With adult assistance, I can identify and perform tasks that contribute to the operation of my classroom—e.g., following established rules, taking turns, being mindful of others.



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Third - Fifth Grade

- I can identify thoughts that are caused by emotions and feelings and how these thoughts affect my actions.
- I can identify and explore opportunities to develop personal strengths and assets (including unique cultural and language assets).
- I can select and practice specific self-management skills to maintain self-control.
- I can identify possible solutions; and select, implement, and reflect on the outcome of those solutions.
- I can identify the connections between behaviors and outcomes and understand that choices are influenced by potential consequences.
- I can recognize the behaviors of caring and harmful relationships.
- I can identify similarities, differences, and perspectives among various social and cultural groups.
- I can identify similarities and differences in customs and traditions between and within cultures.
- I can promote peaceful interactions with peers, and actively listen to the points of view of others.
- I can identify the existence of bias and stereotyping and relate to people as individuals, rather than representatives of social and cultural groups.
- I can demonstrate respectful interactions in school while being responsive to the rights of others.



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Sixth - Eighth Grade

- I can adjust my thoughts to reflect a growth mindset when meeting a goal or experiencing challenges in my life.
- I can reflect on how the challenges I face and the attitudes I hold can influence my interests, my collective identity with my culture, and my ability to achieve.
- I can demonstrate the ability to respond to classroom and schoolwide rules to self-regulate behavior.
- I can prioritize goals by importance, necessity, and relevance for growth and development.
- I can identify how taking personal responsibility and developing cultural humility can help me become a better friend, family member, and community member.
- I can demonstrate the ability to engage in a positive approach when faced with peer conflict.
- I can demonstrate the actions and behaviors of a caring relationship and avoid relationships that may be harmful (resisting negative peer pressure [5c.1]).
- I can identify the possible reasons for peer responses to situations and can practice perspective taking.
- I can identify the characteristics of equity and demonstrate respectful behavior and consideration of others.
- I can listen and respond calmly and constructively while resolving a conflict.
- I can practice strategies for engaging in, building, and maintaining relationships with people whose backgrounds and identities are different than my own.
- I can understand the role that social media plays in my communication and make healthy decisions about what I communicate on social media, and about device attachment.



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Ninth through Twelfth Grade

Critical Thinking and Problem Solving

- I can identify how my perspective affects interactions with others, especially those who are from different cultures and live with different experiences.
- I can demonstrate problem solving and decision-making skills that use multiple viewpoints.
- I can analyze the components of a caring relationship and compare the qualities of a caring relationship to a relationship that may be harmful.

Productivity and Accountability

- I can reflect on progress toward achieving goals and demonstrate the ability to make revisions as needed to address growth and build on strengths.

Communication and Collaboration

- I can identify how perspectives and biases affect interactions with others and how advocacy for the rights of others contributes to the common good.
- I can stop and think about potential consequences when strong feelings and emotions are triggered and allow those thoughts to guide responses appropriately.
- I can apply conflict-resolution skills to de-escalate, defuse, and resolve conflicts and differences.

Leadership and Responsibility

- I can engage in ways to improve school operation and/or community function by engaging and actively pursuing the voices and ideas of peers and adults.

Information, Communications and Technology Literacy

- I can use analysis and critical thinking skills to understand the broad impact and potential consequences of safe and risky online behaviors.