

Proficiency Scale

Grade 4 - Collaborative & Safe



WFPS.POG.Collaborative: ...work together, resolving controversy and conflict through respectful negotiation.

K-5 Approaches to Learning: Learners follow safety guidance and utilize appropriate digital citizenship.

Progression of Learning

LEVEL 4 Advanced	<p>In addition to proficiency, the learner consistently demonstrates a higher taxonomy or application or transference of learning such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> takes leadership in group settings, ensuring inclusion and equitable participation <input type="checkbox"/> applies conflict resolution strategies and encourages classmates to do the same <input type="checkbox"/> advocates for a safe and respectful learning environment, including digital spaces <input type="checkbox"/> uses critical thinking to analyze scenarios involving conflict or bullying <input type="checkbox"/> demonstrates consistent and thoughtful reflection on emotional regulation and safety 															
LEVEL 3 Proficient	<p>The learner:</p> <ul style="list-style-type: none"> <input type="checkbox"/> connects with others across various group settings <input type="checkbox"/> demonstrates consistent and equitable participation in group work <input type="checkbox"/> applies school safety and acceptable use policies independently <input type="checkbox"/> problem-solves peer issues using assertive communication <input type="checkbox"/> uses emotional regulation and consequences of unsafe behavior <input type="checkbox"/> distinguishes conflict from bullying with examples 															
LEVEL 2 Approaching	<p>With support, the learner:</p> <ul style="list-style-type: none"> <input type="checkbox"/> cooperates and contributes in small and whole-group tasks <input type="checkbox"/> shares the workload fairly and reflects on group process <input type="checkbox"/> demonstrates safe behaviors and digital citizenship <input type="checkbox"/> offers to help peers and supports inclusion <input type="checkbox"/> explains how behavior affects others in a group <input type="checkbox"/> begins to distinguish between conflict and bullying 															
Vocabulary	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">assertive</td> <td style="width: 33%;">cooperate</td> <td style="width: 33%;">rude</td> </tr> <tr> <td>bullying</td> <td>emotions</td> <td>safe</td> </tr> <tr> <td>collaborative</td> <td>help</td> <td>share</td> </tr> <tr> <td>conflict</td> <td>mean</td> <td>trusted</td> </tr> <tr> <td>consequences</td> <td>partner</td> <td>turn</td> </tr> </table>	assertive	cooperate	rude	bullying	emotions	safe	collaborative	help	share	conflict	mean	trusted	consequences	partner	turn
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Proficiency Scale

Grade 4 – Compassionate & Respectful



WFPS.POG.Compassionate: ...demonstrate their understanding of the complexities of culture and global issues and see viewpoints beyond their own in order to positively impact the world around them.

K-5 Approaches To Learning: Learners listen and take turns, care for property, and treat others' ideas and feelings with kindness.

Progression of Learning

LEVEL 4 Advanced	<p>In addition to proficiency, the learner consistently demonstrates a higher taxonomy or application or transference of learning such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> supports peers in identifying and regulating emotions <input type="checkbox"/> demonstrates compassionate leadership during group tasks <input type="checkbox"/> analyzes how respect and compassion influence classroom culture <input type="checkbox"/> initiates problem-solving that includes diverse perspectives <input type="checkbox"/> reflects on and revises behavior to maintain healthy relationships 		
LEVEL 3 Proficient	<p>The learner:</p> <ul style="list-style-type: none"> <input type="checkbox"/> actively listens to instructions <input type="checkbox"/> takes turns during conversations <input type="checkbox"/> communicates personal needs clearly and respectfully <input type="checkbox"/> demonstrates consistent nonverbal listening skills <input type="checkbox"/> uses respectful words and tone during conflict resolution <input type="checkbox"/> identifies personal motivations and how they affect behavior <input type="checkbox"/> recognizes the emotional impact of actions in relationships 		
LEVEL 2 Approaching	<p>With support, the learner:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifies and communicates emotions using respectful language <input type="checkbox"/> demonstrates empathy by validating others' feelings <input type="checkbox"/> solves interpersonal conflict using respectful dialogue <input type="checkbox"/> accepts differences in peers and includes them in group tasks <input type="checkbox"/> describes how personal choices affect group relationships 		
Vocabulary	<ul style="list-style-type: none"> actions behavior body language compassion conflict emotions 	<ul style="list-style-type: none"> empathy feedback feelings friendship interrupting kind 	<ul style="list-style-type: none"> non-verbal perspectives personal relationships respect

Proficiency Scale

Grade 4 - Responsible and Reflective



WFPS.POG.Responsible: ...actively engage in their learning and demonstrate responsibility, organization, and perseverance.

WFPS.POG.Reflective: ...take ownership in their learning by being empowered to take multiple pathways to demonstrate understanding and mastery.

Progression of Learning

LEVEL 4 Advanced	<p>In addition to proficiency, the learner consistently demonstrates a higher taxonomy or application or transference of learning such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> evaluates which learning or behavioral strategies were effective and why <input type="checkbox"/> uses reflection to set specific improvement goals for future tasks <input type="checkbox"/> creates and adjusts a personal organization or time management system <input type="checkbox"/> demonstrates initiative and accountability in group or independent tasks <input type="checkbox"/> applies responsible behavior consistently across academic and social contexts <input type="checkbox"/> encourages and models responsibility for younger students or in school-wide roles <input type="checkbox"/> transfers self-monitoring and problem-solving strategies to unfamiliar situations 												
LEVEL 3 Proficient	<p>The learner:</p> <ul style="list-style-type: none"> <input type="checkbox"/> asks thoughtful questions to deepen understanding or clarify goals <input type="checkbox"/> independently uses strategies to stay organized and prepared <input type="checkbox"/> follows rules and procedures without reminders <input type="checkbox"/> manages time to complete tasks on schedule <input type="checkbox"/> chooses and applies effective strategies to solve academic and social problems <input type="checkbox"/> reflects on personal progress and adjusts behavior when needed <input type="checkbox"/> shows persistence and motivation even when frustrated 												
LEVEL 2 Approaching	<p>With support, the learner:</p> <ul style="list-style-type: none"> <input type="checkbox"/> asks specific questions to support learning and understanding <input type="checkbox"/> uses organizational tools (e.g., folders, planners) independently <input type="checkbox"/> follows classroom and school rules with few reminders <input type="checkbox"/> plans and completes tasks with little teacher support <input type="checkbox"/> applies a variety of strategies to solve problems <input type="checkbox"/> reflects on choices and learning with support <input type="checkbox"/> uses time management strategies (e.g., schedules or checklists) <input type="checkbox"/> maintains focus and effort through challenges 												
Vocabulary	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">assignment</td> <td style="width: 33%;">organization</td> <td style="width: 33%;">responsibility</td> </tr> <tr> <td>choice</td> <td>problem</td> <td>routine</td> </tr> <tr> <td>effort</td> <td>question</td> <td>rule</td> </tr> <tr> <td>engage</td> <td>reflective</td> <td>strategies</td> </tr> </table>	assignment	organization	responsibility	choice	problem	routine	effort	question	rule	engage	reflective	strategies
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