

Proficiency Scale

Grade 1 - 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

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|--------------------------------------|--|---|---|
| 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"/> encourages peers to take turns and share during group work or play <input type="checkbox"/> recognizes unsafe behaviors in various school areas and explains safer choices <input type="checkbox"/> uses assertive communication independently in minor conflict situations <input type="checkbox"/> seeks opportunities to support or include peers who are left out <input type="checkbox"/> explains why rules and norms are important for safety and group harmony | | |
| LEVEL 3 Proficient | <p>The learner:</p> <ul style="list-style-type: none"> <input type="checkbox"/> connects with others and begins to initiate play or work with peers <input type="checkbox"/> cooperates with others in pairs or small groups <input type="checkbox"/> takes turns and shares materials independently <input type="checkbox"/> names and seeks out trusted adults when needed <input type="checkbox"/> follows classroom norms for speaking and listening <input type="checkbox"/> identifies safe vs unsafe situations and begins to express refusal assertively | | |
| LEVEL 2 Approaching | <p>With prompting and support, the learner:</p> <ul style="list-style-type: none"> <input type="checkbox"/> connects with others <input type="checkbox"/> works and plays with others appropriately & safely <input type="checkbox"/> solves small problems with friends <input type="checkbox"/> takes turns with tasks <input type="checkbox"/> can name a trusted adult at home and at school <input type="checkbox"/> shares resources <input type="checkbox"/> waits turn to talk or complete an activity <input type="checkbox"/> uses guiding prompts to work with a partner <input type="checkbox"/> lists safe behaviors <input type="checkbox"/> uses guiding prompts to connect with others | | |
| Vocabulary | <p>assertive bullying collaborative conflict consequences</p> | <p>cooperate emotions help mean partner</p> | <p>rude safe share trusted turn</p> |

Proficiency Scale

Grade 1 – 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

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|---------------------------------------|--|---|---|
| <p>LEVEL 4 Advanced</p> | <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"/> anticipates the feelings of others and responds with empathy <input type="checkbox"/> takes initiative to include others and explain why inclusion matters <input type="checkbox"/> describes the connection between respectful behavior and friendships <input type="checkbox"/> models nonverbal listening cues and helps peers do the same <input type="checkbox"/> reflects aloud on how to be kind even when upset | | |
| <p>LEVEL 3 Proficient</p> | <p>The learner</p> <ul style="list-style-type: none"> <input type="checkbox"/> listens and responds to others respectfully during group activities <input type="checkbox"/> asks for help or to join groups using respectful language <input type="checkbox"/> recognizes when a peer is upset and responds kindly <input type="checkbox"/> communicates needs clearly using respectful tone <input type="checkbox"/> follows classroom norms for speaking and listening | | |
| <p>LEVEL 2 Approaching</p> | <p>With prompting and support, the learner:</p> <ul style="list-style-type: none"> <input type="checkbox"/> listens to others without interrupting <input type="checkbox"/> uses guiding prompts to listen to the ideas of others <input type="checkbox"/> takes turns speaking <input type="checkbox"/> asks for help respectfully <input type="checkbox"/> asks to play or join groups appropriately <input type="checkbox"/> respects other people's feelings and ideas <input type="checkbox"/> uses kind words and actions to build friendships | | |
| <p>Vocabulary</p> | <p>actions behavior body language compassion conflict emotions</p> | <p>empathy feedback feelings friendship interrupting kind</p> | <p>non-verbal perspectives personal relationships respect</p> |

Proficiency Scale

Grade 1 - 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

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|--------------------------------------|--|----------------|--------------|----------------|--------|---------|---------|--------|----------|------|--------|------------|------------|
| 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"/> chooses an organization system and explains how it helps them <input type="checkbox"/> reflects on how following routines helps the class learn <input type="checkbox"/> reflects on how their actions impact others <input type="checkbox"/> solves problems using more than one strategy with increasing independence <input type="checkbox"/> identifies when they need help and asks at appropriate times <input type="checkbox"/> encourages peers to follow routines and help clean shared spaces <input type="checkbox"/> begins setting short-term learning goals with support | | | | | | | | | | | | |
| LEVEL 3 Proficient | <p>The learner:</p> <ul style="list-style-type: none"> <input type="checkbox"/> asks questions when they don't understand something <input type="checkbox"/> puts materials away and keeps their space organized with reminders <input type="checkbox"/> follows classroom rules <input type="checkbox"/> follows building rules <input type="checkbox"/> follows routines and procedures in the classroom <input type="checkbox"/> explains why certain rules or expectations are important <input type="checkbox"/> puts papers and learning materials in designated places <input type="checkbox"/> finishes simple tasks, even if they feel frustrated <input type="checkbox"/> uses simple strategies like taking a break or asking for help when upset <input type="checkbox"/> shows care for their own and others' materials | | | | | | | | | | | | |
| LEVEL 2 Approaching | <p>With prompting and support, the learner:</p> <ul style="list-style-type: none"> <input type="checkbox"/> asks questions to meet their needs <input type="checkbox"/> follows routines <input type="checkbox"/> follows classroom rules most of the time <input type="checkbox"/> follows school rules most of the time <input type="checkbox"/> tries more than one way to solve a problem <input type="checkbox"/> implements given solutions for problems <input type="checkbox"/> keeps trying when things get difficult <input type="checkbox"/> cares for personal resources | | | | | | | | | | | | |
| 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 |
| assignment | organization | responsibility | | | | | | | | | | | |
| choice | problem | routine | | | | | | | | | | | |
| effort | question | rule | | | | | | | | | | | |
| engage | reflective | strategies | | | | | | | | | | | |