Proficiency Scale
Grade 5 - 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	In addition to proficiency, the learner **consistently** demonstrates a higher taxonomy or application or transference of learning such as: ☐ leads groups to successful collaboration by mediating roles and resolving disputes proactively ☐ teaches or mentors peers in digital safety, respectful interaction, or inclusion practices ☐ applies conflict resolution and assertiveness strategies in complex or emotionally charged situations ☐ initiates actions that contribute to a positive and safe school climate (e.g., peer mediation, buddy systems) ☐ explains how social norms help others get along
LEVEL 3 Proficient	The learner: ☐ cooperates and works together in partnerships, small and large groups ☐ shares the collaborative workload equitably to be productive ☐ works with others appropriately & safely ☐ offers to support or help others ☐ works with classmates to solve problems ☐ explains how to access trusted adults at home, school, and in the community ☐ follows the acceptable use policy for technology, protecting personal information ☐ understands making emotional choices can have negative consequences ☐ explains the difference between conflict and bullying ☐ uses assertive language to respond to conflict, bullying, or someone being rude or mean
LEVEL 2 Approaching	With support, the learner: ☐ connects with others across various group settings ☐ demonstrates consistent and equitable participation in group work ☐ applies school safety and acceptable use policies independently ☐ problem-solves peer issues using assertive communication ☐ explains emotional regulation and consequences of unsafe behavior ☐ distinguishes conflict from bullying with examples ☐ uses PIC (Purposeful, Imbalanced, Continuous) strategies to recognize bullying versus conflict

Vocabulary		
assertive	cooperate	rude
bullying	emotions	safe
collaborative	help	share
conflict	mean	trusted
consequences	partner	turn

Proficiency Scale
Grade 5 – 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	In addition to proficiency, the learner **consistently** demonstrates a higher taxonomy or application or transference of learning such as: ☐ applies empathy or support peers during emotionally charged situations ☐ analyzes and reflects on how personal identity and behavior shape relationships ☐ models compassionate behavior in challenging group or social dynamics ☐ designs or leads class activities that promote inclusion and respect ☐ uses perspective-taking to understand and explain how others may interpret the same situation differently
LEVEL 3 Proficient	The learner: ☐ manages emotions and behavior in class ☐ communicates personal needs clearly and respectfully ☐ demonstrates nonverbal listening skills ☐ includes others and respects differences ☐ uses respectful words when solving conflict with classmates and adults ☐ accepts personal characteristics that cannot change ☐ identifies their personal motivations ☐ recognizes impact of actions in relationships ☐ describes the feelings and perspectives of others ☐ shows empathy by listening respectfully and validating others' feelings ☐ uses coping tools when stressed or upset
LEVEL 2 Approaching	With support, the learner: ☐ understands how to ask for help respectfully ☐ listens to others without interrupting ☐ provides respectful feedback ☐ respects other people's feelings and ideas
Vocabulary	actions empathy non-verbal behavior feedback perspectives body language feelings personal compassion friendship relationships conflict interrupting respect emotions kind

Proficiency Scale
Grade 5 - 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	In addition to proficiency, the learner **consistently** demonstrates a higher taxonomy or application or transference of learning such as: ☐ develops and implements a personalized system for managing time, tasks, and materials ☐ analyzes the effectiveness of organizational or problem-solving strategies and adapts them as needed ☐ reflects on past challenges and articulates how they used strategies or made adjustments to succeed ☐ monitors emotional or stress responses and applies strategies to stay focused ☐ leads by example in following school norms and encouraging others to do the same ☐ sets, monitors, and adjusts short- and long-term academic or personal goals ☐ applies responsibility and reflective practices in varied learning contexts (e.g., group work, independent projects, extracurricular activities)
LEVEL 3 Proficient	The learner: ☐ is prepared for learning ☐ uses organizational strategies ☐ completes assigned tasks as prescribed ☐ engages in learning consistently ☐ follows classroom rules consistently ☐ follows building rules consistently ☐ keeps trying when things get difficult ☐ identifies more than one solution for a problem ☐ uses strategies to solve problems ☐ sets and works toward personal and/or academic goals ☐ finishes a task even if frustrated or distracted ☐ uses technology to enhance learning ☐ learns from mistakes
LEVEL 2 Approaching	With support, the learner: ☐ asks questions to meet their needs ☐ cares for personal and shared resources ☐ explains strategies to manage time ☐ uses a provided organizational system (e.g., binder system, folders, mailbox) ☐ uses self-monitoring strategies ☐ identifies personal stressors ☐ identifies tasks to reach a goal

Vocabulary			
	assignment	organization	responsibility
	choice	problem	routine
	effort	question	rule
	engage	reflective	strategies