

Proficiency Scale

Grade 2 - 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 initiative to help organize collaborative tasks or guide group roles <input type="checkbox"/> applies knowledge of safety rules beyond the classroom (e.g., online, playground) <input type="checkbox"/> supports peers in resolving conflicts respectfully and fairly <input type="checkbox"/> models digital citizenship practices such as protecting private information <input type="checkbox"/> seeks out an adult when needed <input type="checkbox"/> identifies when to involve a trusted adult and encourages peers to do the same 															
LEVEL 3 Proficient	<p>The learner:</p> <ul style="list-style-type: none"> <input type="checkbox"/> shares responsibilities to complete a collaborative task <input type="checkbox"/> works with a partner or small group using respectful behavior <input type="checkbox"/> follows digital safety rules with guidance <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"/> explains simple strategies to solve peer conflicts <input type="checkbox"/> works and plays with others appropriately & safely 															
LEVEL 2 Approaching	<p>With prompting and support, 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"/> practices listening and responding using conversation norms <input type="checkbox"/> identifies trusted adults at home, school, and community <input type="checkbox"/> identifies safe vs unsafe situations and begins to express refusal assertively <input type="checkbox"/> connects with others 															
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 2 – 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

<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"/> uses empathy to guide decision-making in group or play <input type="checkbox"/> helps mediate peer conflicts respectfully using learned strategies <input type="checkbox"/> encourages peers to express their needs respectfully <input type="checkbox"/> identifies and accepts personal and peer characteristics that cannot change <input type="checkbox"/> applies coping tools independently to manage strong emotions 																		
<p>LEVEL 3 Proficient</p>	<p>The learner:</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicates needs respectfully in varied settings <input type="checkbox"/> demonstrates active listening with appropriate body language <input type="checkbox"/> includes others during group or play activities <input type="checkbox"/> describes feelings and perspectives of others using specific language <input type="checkbox"/> begins to recognize the impact of personal actions on peers 																		
<p>LEVEL 2 Approaching</p>	<p>With prompting and support, 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>Vocabulary</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">actions</td> <td style="width: 33%;">empathy</td> <td style="width: 33%;">non-verbal</td> </tr> <tr> <td>behavior</td> <td>feedback</td> <td>perspectives</td> </tr> <tr> <td>body language</td> <td>feelings</td> <td>personal</td> </tr> <tr> <td>compassion</td> <td>friendship</td> <td>relationships</td> </tr> <tr> <td>conflict</td> <td>interrupting</td> <td>respect</td> </tr> <tr> <td>emotions</td> <td>kind</td> <td></td> </tr> </table>	actions	empathy	non-verbal	behavior	feedback	perspectives	body language	feelings	personal	compassion	friendship	relationships	conflict	interrupting	respect	emotions	kind	
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Proficiency Scale

Grade 2 - 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"/> explains the steps they take to stay organized and on-task <input type="checkbox"/> uses reflection (verbally or in writing) to improve future behavior or performance <input type="checkbox"/> independently chooses and uses problem-solving strategies <input type="checkbox"/> helps peers apply routines and problem-solving strategies <input type="checkbox"/> begins to take initiative in resolving minor issues or classroom needs <input type="checkbox"/> sets a learning or behavior goal and tracks progress independently <input type="checkbox"/> applies time management with limited teacher direction <input type="checkbox"/> shows care for their own and others' materials 												
LEVEL 3 Proficient	<p>The learner:</p> <ul style="list-style-type: none"> <input type="checkbox"/> asks questions to understand directions or improve work <input type="checkbox"/> asks questions when they don't understand something <input type="checkbox"/> uses classroom systems to organize materials and tasks <input type="checkbox"/> follows classroom rules and routines <input type="checkbox"/> tries different ways to solve a problem with growing independence <input type="checkbox"/> begins to plan how to finish a task and follows through even when frustrated <input type="checkbox"/> uses simple self-regulation strategies when they feel stressed or stuck <input type="checkbox"/> respects classroom and school expectations and encourages others to do the same <input type="checkbox"/> keeps trying when tasks are challenging 												
LEVEL 2 Approaching	<p>With prompting and support, the learner:</p> <ul style="list-style-type: none"> <input type="checkbox"/> puts materials away and keeps their space organized <input type="checkbox"/> follows classroom and school rules most of the time <input type="checkbox"/> follows routines <input type="checkbox"/> tries more than one way to solve a problem with help <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 												
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