

Proficiency Scale

Grade 3 - 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"/> leads and facilitates group collaboration using respectful turn-taking and task sharing <input type="checkbox"/> anticipates potential unsafe or disrespectful situations and acts to prevent them <input type="checkbox"/> supports peers through conflict using assertive and inclusive strategies <input type="checkbox"/> reflects on past experiences to explain how emotional choices affect group outcomes <input type="checkbox"/> initiates conversations around classroom norms and helps others follow them <input type="checkbox"/> shares the workload fairly and reflects on group process <input type="checkbox"/> offers to help peers and supports inclusion 															
LEVEL 3 Proficient	<p>The learner:</p> <ul style="list-style-type: none"> <input type="checkbox"/> cooperates and contributes in small and whole-group tasks <input type="checkbox"/> demonstrates safe behaviors and digital citizenship <input type="checkbox"/> offers to help peers <input type="checkbox"/> explains how behavior affects others in a group <input type="checkbox"/> begins to distinguish between conflict and bullying 															
LEVEL 2 Approaching	<p>With support, 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"/> practices listening and responding using conversation norms <input type="checkbox"/> identifies trusted adults at home, school, and community <input type="checkbox"/> follows digital safety rules with guidance <input type="checkbox"/> explains simple strategies to solve peer conflicts 															
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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bullying	emotions	safe														
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conflict	mean	trusted														
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Proficiency Scale

Grade 3 – 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"/> leads by example in showing compassion during peer disagreements <input type="checkbox"/> explains multiple perspectives in a conflict or disagreement <input type="checkbox"/> uses strategies such as positive self-talk during stress and supports others in doing the same <input type="checkbox"/> reflects on how empathy can build stronger relationships <input type="checkbox"/> advocates for respectful behavior among peers <input type="checkbox"/> demonstrates empathy by validating others' feelings <input type="checkbox"/> accepts differences in peers and includes them in group tasks 																		
<p>LEVEL 3 Proficient</p>	<p>The learner:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses strategies such as positive self-talk during stress <input type="checkbox"/> identifies and communicates emotions using respectful language <input type="checkbox"/> demonstrates empathy <input type="checkbox"/> solves interpersonal conflict using respectful dialogue <input type="checkbox"/> accepts differences in peers <input type="checkbox"/> describes how personal choices affect group relationships 																		
<p>LEVEL 2 Approaching</p>	<p>With support, 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>Vocabulary</p>	<table border="0"> <tr> <td>actions</td> <td>empathy</td> <td>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 3 - 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"/> independently reflects on learning and adjusts behavior to improve outcomes <input type="checkbox"/> selects and explains which organization strategies work best and why <input type="checkbox"/> anticipates potential challenges and proactively prepares <input type="checkbox"/> demonstrates leadership in maintaining a positive classroom environment <input type="checkbox"/> offers feedback to peers in a respectful, supportive way <input type="checkbox"/> sets and monitors academic and/or personal goals over time <input type="checkbox"/> applies a variety of strategies to solve problems <input type="checkbox"/> uses time management strategies (e.g., schedules or checklists) 		
LEVEL 3 Proficient	<p>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) with prompting <input type="checkbox"/> follows rules and routines with few reminders <input type="checkbox"/> plans and completes tasks with little teacher support <input type="checkbox"/> works to solve problems independently <input type="checkbox"/> reflects on choices and learning with support <input type="checkbox"/> maintains focus and effort through challenges <input type="checkbox"/> applies problem-solving and responsibility skills across settings <input type="checkbox"/> uses simple self-regulation strategies when they feel stressed or stuck 		
LEVEL 2 Approaching	<p>With support, the learner:</p> <ul style="list-style-type: none"> <input type="checkbox"/> asks questions to understand directions or improve work <input type="checkbox"/> uses classroom systems to organize materials and tasks <input type="checkbox"/> tries different ways to solve a problem with growing independence <input type="checkbox"/> respects classroom and school expectations <input type="checkbox"/> keeps trying when tasks are challenging 		
Vocabulary	<p>assignment choice effort engage</p>	<p>organization problem question reflective</p>	<p>responsibility routine rule strategies</p>