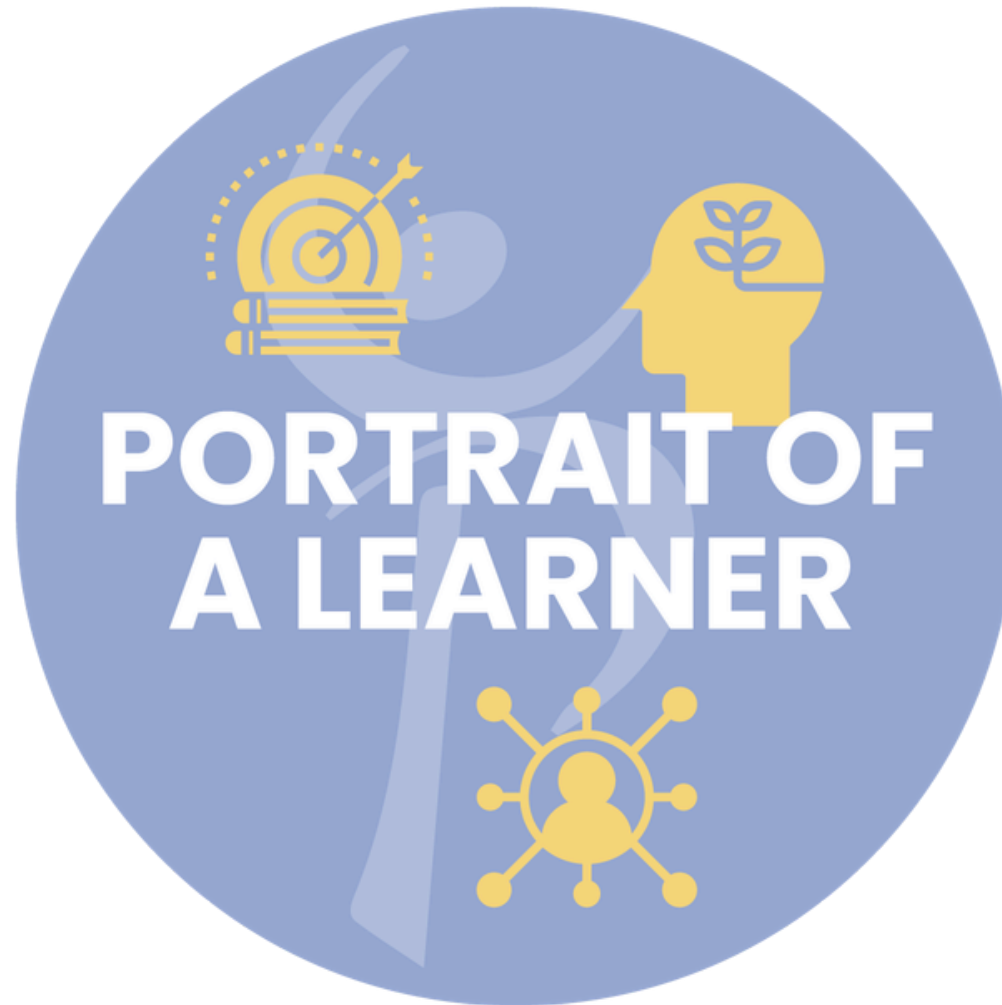


Academic Achiever

Determined by proficiency to standards taught in grade level.







Growth Mindset



Level	What It Means	How I Might Talk or Act	Visual
<p>Beginning</p>	<p>I give up easily or avoid challenges.</p>	<ul style="list-style-type: none"> • “I’m not good at this.” • I stop working when it feels hard. • I get upset when I make a mistake. • I avoid trying new or challenging tasks. 	<p>An illustration of a young boy with red hair sitting at a desk with an open book. He has a frustrated expression, with his hands on his head. A speech bubble above him says "I can't do this!". There are question marks and a brain icon floating around him, suggesting confusion and frustration.</p>
<p>Approaching</p>	<p>I try sometimes, but challenges still feel frustrating.</p>	<ul style="list-style-type: none"> • “This is not something I can do.” • “Can you help me?” • I keep working for a short time, then get frustrated. • I accept feedback but may feel upset. • I try again when an adult encourages me. 	<p>An illustration of a young boy with blonde hair sitting at a desk. He looks frustrated. A speech bubble above him says "It's too hard...". On his desk, there is a piece of paper with the math problem "2 x 4" written on it.</p>
<p>Meeting</p>	<p>I try my best and keep going when things are hard.</p>	<ul style="list-style-type: none"> • “I can keep trying.” • “Mistakes help me learn.” • I use strategies when I’m stuck. • I listen to feedback and try to improve. • I feel proud of my effort, not just my results. 	<p>An illustration of a young girl with dark hair and a young boy with blonde hair sitting at a desk. The girl is looking at the boy and asking for help. A speech bubble above her says "Can you help me?". They both appear to be working on a task together.</p>
<p>Applying</p>	<p>I confidently take on challenges and learn from mistakes.</p>	<ul style="list-style-type: none"> • “I don’t get it yet.” • “What strategy should I try next?” • I encourage others when learning feels hard. • I reflect on mistakes and adjust my thinking. • I set goals and track my progress. 	<p>An illustration of a young girl with dark hair and a young boy with dark hair sitting at a desk. The boy is smiling and looking at a stack of colorful blocks. A speech bubble above him says "I can figure this out!". The girl is also smiling and looking at the blocks.</p>

Self-Awareness



Level	What It Means	How I Might Talk or Act	Visual
<p>Beginning</p>	<p>I am starting to notice my feelings, thoughts, and choices, but I might not always understand them. I sometimes follow what others do instead of making my own choices.</p>	<ul style="list-style-type: none"> • “I don’t know why I feel nervous or scared.” • “I just do what my friends do.” • “I’m good at everything!” without thinking about what I could improve. • I sometimes react without thinking. 	 <p>I don't know why I feel mad or sad.</p>
<p>Approaching</p>	<p>I sometimes recognize my feelings and understand a little about what I like, dislike, or believe. I try to make my own choices but don't always succeed.</p>	<ul style="list-style-type: none"> • “I felt frustrated, but I’m not sure why.” • “I like reading, but I didn’t choose it today.” • I can listen to feedback, but it’s hard to use it right away. • I start to notice how my actions affect others. 	 <p>I like drawing, but I didn't choose it today.</p>
<p>Meeting</p>	<p>I can name my feelings and understand what matters to me. I make choices based on what's important and try to act responsibly.</p>	<ul style="list-style-type: none"> • “I like helping my group, so I speak up to support them.” • “I’m good at drawing, and I want to get better at math, so I practice both.” • I try to think before I act and notice how I affect others. 	 <p>I felt nervous before presenting, so I practiced first.</p>
<p>Applying</p>	<p>I clearly understand my feelings, make thoughtful decisions, and know what is important to me and others. I can use my awareness to solve problems and grow as a person.</p>	<ul style="list-style-type: none"> • “I choose hard tasks to challenge myself and improve.” • “I know what I believe, and I stand up for it respectfully.” • I can help others understand their feelings and choices. 	 <p>I get upset when interrupted, so I calmly ask for quiet time.</p>

Social Awareness



Level	What It Means	How I Might Talk or Act	Visual
Beginning	I have trouble noticing how others feel.	<ul style="list-style-type: none"> • “It’s my turn!” • I ignore others’ feelings. • I interrupt or talk over others. • I don’t notice when someone is upset. • I focus mostly on my own needs. 	An illustration of a boy with dark skin and short hair, looking grumpy with his arms crossed. A speech bubble next to him says "I don't care." In the background, another boy is visible, looking sad.
Approaching	I notice feelings sometimes and try to respond.	<ul style="list-style-type: none"> • “Is something bothering you?” • I notice when someone looks sad but don’t always. • I know what to do. • I listen for a short time. • I need reminders to think about others’ perspectives. • I try to be kind but may forget. 	An illustration of a girl with brown hair, looking concerned and asking "Are you okay?" to a boy who looks sad. An hourglass icon is shown next to the speech bubble, indicating a short time spent.
Meeting	I usually notice how others feel and respond kindly.	<ul style="list-style-type: none"> • “I can see you’re upset.” • I listen when others are speaking. • I respect different opinions. • I show empathy when someone is hurt or sad. • I adjust my behavior to be kind and respectful. 	An illustration of a girl with dark hair and a headband, smiling and saying "I can see you're upset." to a boy who looks sad. Other children are visible in the background.
Applying	I consistently show empathy and understanding.	<ul style="list-style-type: none"> • “How can I help you feel better?” • I stand up for others when something isn’t fair. • I include different perspectives in conversations. • I help solve problems calmly. • I support others without being asked. 	An illustration of a girl with brown hair, standing up and saying "It's not fair to make fun of him." to a group of children. One boy in the background looks sad.

Joy & Wonder



Level	What It Means	How I Might Talk or Act	Visual
Beginning	I rarely show curiosity or excitement about learning.	<ul style="list-style-type: none"> • “This is boring.” • I rush through work without interest. • I don’t ask questions. • I avoid trying new things. • I don’t notice interesting details around me. 	An illustration of a young boy with dark skin and short black hair, sitting at a desk. He has a bored expression, resting his head on his hand. A thought bubble above him shows a sad face.
Approaching	I show interest when something really grabs my attention.	<ul style="list-style-type: none"> • “That’s kind of cool.” • I ask questions when reminded. • I show excitement for activities I already like. • I try new things when encouraged. • I notice fun or interesting moments sometimes. 	An illustration of a young girl with dark hair, sitting at a desk in a classroom. She is smiling and raising her hand. A bright sun is visible in the background.
Meeting	I am curious, engaged, and open to learning.	<ul style="list-style-type: none"> • “I wonder why...” • I ask thoughtful questions. • I enjoy learning new things. • I notice interesting details and patterns. • I show excitement and positive energy during learning. 	An illustration of a young boy with dark hair and glasses, sitting at a desk. He is looking through a magnifying glass over an open book, appearing focused and curious.
Applying	I consistently show curiosity, excitement, and appreciation for learning.	<ul style="list-style-type: none"> • “What else can we explore?” • I look for wonder in everyday learning. • I share my excitement with others. • I explore ideas beyond what is required. • I help others notice joy and curiosity too. 	An illustration of two children, a girl and a boy, sitting at a desk. They are both smiling and looking at a green liquid in a flask. The girl is holding a magnifying glass over the flask. The background has yellow stars, suggesting excitement and discovery.

Community Minded



Level	Helping Others	Respecting Others	Teamwork & Inclusion	Responsibility	Caring for the Community	Visual
Beginning	I don't help, even when asked.	I forget to be kind or respectful.	I don't include others or argue.	I don't take care of things or follow rules.	I don't think about others' needs.	
Approaching	I help when someone reminds me.	I try to be kind, but I sometimes forget.	I sometimes work well with others.	Sometimes I clean up but need reminders.	I need help seeing how to care for others.	
Meeting	I help when someone needs it.	I am usually kind and respectful.	I work and play nicely with others.	I usually clean up and follow rules.	I help when asked and care about others.	
Applying	I always help without being asked.	I am always kind and respectful.	I invite everyone to play and work together.	I always clean up and follow rules.	I look for ways to help our school and community.	