



Roselle District 12

Executive Functioning Proficiency Scales



Understanding Executive Functioning

Executive functioning is the set of mental skills that help students manage their time, pay attention, switch focus, and organize their work. Just like reading or math, these skills develop over time and are essential for success both in and out of the classroom.

To help track your child's growth, we use Proficiency Scales. These provide a clear snapshot of how your child is currently managing the skills we are focusing on at their grade level.

What Does "Mastery" Look Like?

Our goal is to help every student reach a 3 (Secure).

Here is how we measure progress:

- *3 = Secure: The student demonstrates consistent and independent mastery of the skills identified for their grade level. They can perform these tasks reliably without needing frequent reminders.*
- *2 = Approaching: The student is on their way but demonstrates inconsistent mastery. They may perform the skill well some days but require more teacher support or prompting on others.*
- *1 = Beginning: The student shows limited mastery of the concepts and skills. They are just starting to develop these habits and require significant guidance and adult support.*

How Teachers Measure Growth

Teachers gather a "portfolio of evidence" through:

- *Observation Checklists: Tracking what students do or what they need.*
- *Anecdotal Notes: Recording daily moments of independence or areas where a student needs help.*
- *Performance Tasks: Seeing how well a student can demonstrate the skill or concept.*

Teachers use this information to meet your child where they are and provide support to help them move toward the next level of independence.

Every child develops at their own pace, and these scores are designed to help us partner with you to provide the right support at the right time.

Kindergarten

The student demonstrates consistent and independent mastery of the following concepts/skills:

ORGANIZATION

Physical Material Management

- Independently keeps supplies and personal materials organized. Uses materials appropriately and safely.

Information & Task Management

- Writes name on papers and folders; recognizes where to put "finished" vs. "unfinished" work.

Transitions & Routines

- Follows classroom routines and directions with little to no reminders. Transitions smoothly with needed materials.

SELF-MANAGEMENT & AWARENESS

Emotional Control & Awareness

- Identifies feelings; uses basic regulation strategies and safe body choices with adult support.

Problem-Solving Skills

- Uses resources, peers, and tools to find solutions with guidance.

Perseverance

- Tries different strategies; perseveres through challenging tasks with encouragement.

FOCUS & ENGAGEMENT

Task Initiation

- Begins work after directions are given with physical modeling or direct adult support.

Time On Task

- Sustains focus for 5–10 mins on a single task with frequent check-ins.

Following Directions

- Follows one-step verbal directions by responding appropriately and timely.

1st Grade

The student demonstrates consistent and independent mastery of the following concepts/skills:

ORGANIZATION

Physical Material Management

- Manages personal materials (desk, folder, backpack) consistently and responsibly within the learning context.

Information & Task Management

- Organizes papers into specific folders (e.g., Take Home vs. Keep at School, subject-specific folder) with teacher prompting.

Transitions & Routines

- Navigates transitions (hallway, switching tasks, specials) with needed materials ready and organized.

SELF-MANAGEMENT & AWARENESS

Emotional Control & Awareness

- Identifies feelings across settings. Uses strategies to return to task with minimal support.

Problem-Solving Skills

- Uses strategies and resources to solve basic problems independently or with others.

Perseverance

- Perseveres through short challenges and advocates for basic needs (e.g., asking for help).

FOCUS & ENGAGEMENT

Task Initiation

- Begins work within 3 minutes of directions after a single verbal or visual reminder.

Time On Task

- Sustains focus for 10–15 mins on independent or small-group tasks.

Following Directions

- Follows two-step related directions (e.g., "Put your name on your paper, then get your crayons").



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2nd Grade

The student demonstrates consistent and independent mastery of the following concepts/skills:

ORGANIZATION

Physical Material Management

- Takes care of personal and shared spaces. Keeps materials organized throughout the day without constant prompts.

Information & Task Management

- Organizes papers into specific folders (e.g., Take Home vs. Keep at School, subject-specific folder) and keeps classroom and personal materials organized in a designated spot.

Transitions & Routines

- Completes daily routines independently and transitions smoothly between different subjects.

SELF-MANAGEMENT & AWARENESS

Emotional Control & Awareness

- Recognizes personal and others' emotions. Adjusts calmly to new or changing situations.

Problem-Solving Skills

- Takes responsibility for actions; uses specific problem-solving steps modeled in class.

Perseverance

- Recovers quickly from mistakes and returns to learning independently.

FOCUS & ENGAGEMENT

Task Initiation

- Starts work independently within 2 minutes; requires minimal help to organize the "first step."

Time On Task

- Sustains focus for 15–20 mins; begins to ignore minor environmental distractions.

Level of Engagement

- Follows 2–3 step directions, including simple condition words (e.g., "First/Then").

3rd Grade

The student demonstrates consistent and independent mastery of the following concepts/skills:

ORGANIZATION

Physical Material Management

- Finds and retrieves materials quickly; puts materials back where they belong and keeps individual workspace tidy.

Information & Task Management

- Independently organizes and maintains a folder system; begins to use a planner or calendar to note upcoming due dates or events.

Transitions & Routines

- Consistently follows multi-step routines (e.g., morning entry or dismissal) without teacher intervention.

SELF-MANAGEMENT & AWARENESS

Emotional Control & Awareness

- Consistently regulates emotions and volume. Demonstrates consistent body awareness.

Problem-Solving Skills

- Uses problem-solving strategies independently or with peers to resolve minor issues.

Perseverance

- Perseveres through academic challenges with minimal adult support.

FOCUS & ENGAGEMENT

Task Initiation

- Initiates tasks with zero to one prompts; identifies the necessary materials to start immediately.

Time On Task

- Sustains focus for 20–25 mins; utilizes time efficiently to complete the assigned goal.

Level of Engagement

- Follows multi-step directions given verbally without needing additional prompts or repetition.

4th Grade

The student demonstrates consistent and independent mastery of the following concepts/skills:

ORGANIZATION

Physical Material Management

- Maintains personal and shared materials in an orderly manner. Locates and prepares tools within the expected timeframe.

Information & Task Management

- Organizes notes and assignments by subject; begins managing digital files (naming documents, using folders) when applicable.

Transitions & Routines

- Shows readiness for learning by having all specific materials prepared before a transition is complete.

SELF-MANAGEMENT & AWARENESS

Emotional Control & Awareness

- Consistently manages emotions and follows expected behaviors. Responds appropriately to feedback.

Problem-Solving Skills

- Independently uses problem-solving and coping strategies to stay engaged.

Perseverance

- Keeps trying when work is complex; self-advocates for clarification to overcome hurdles.

FOCUS & ENGAGEMENT

Task Initiation

- Begins work within 1 minute; self-advocates for clarification before starting if directions are unclear.

Time On Task

- Sustains focus for 25–30 mins; uses "refocusing breaks" independently to maintain productivity.

Following Directions

- Remembers and applies multiple pieces of spoken information to a complex task.



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5th Grade

The student demonstrates consistent and independent mastery of the following concepts/skills:

ORGANIZATION

Physical Material Management

- Immediately locates and retrieves materials for any lesson. Consistently maintains all belongings in expected locations.

Information & Task Management

- Independently organizes and manages filing system (physical and digital); uses a planner to break down long-term assignments.

Transitions & Routines

- Completes daily routines entirely independently and assists in maintaining the organization of the broader classroom environment.

SELF-MANAGEMENT & AWARENESS

Emotional Control & Awareness

- Uses self-management independently within groups. Maintains control of voice, body, and space.

Problem-Solving Skills

- Uses respectful communication and logic to resolve conflicts or misunderstandings.

Perseverance

- Perseveres through complex, multi-day challenges; proactively seeks support before giving up.

FOCUS & ENGAGEMENT

Task Initiation

- Immediately initiates work; prioritizes tasks based on importance or deadlines.

Time On Task

- Sustains focus for 35–40 mins; self-monitors distractions and adjusts environment to stay productive.

Following Directions

- Follows complex, multi-step directions embedded in classroom language the first time.

SHS Specials

The student demonstrates consistent and independent mastery of the following concepts/skills:

ORGANIZATION

Physical Material Management

- Be prepared

Information & Task Management

- Gather correct materials as needed.

Transitions & Routines

- Consistently follows routines.

SELF-MANAGEMENT & AWARENESS

Emotional Control & Awareness

- Demonstrates appropriate self-control in behavior, voice, and body.

Problem-Solving Skills

- Cooperates with peers by taking turns, compromising, and staying focused on the group goal.

Perseverance

- Keeps trying and asks for help.

FOCUS & ENGAGEMENT

Task Initiation

- Ready to start.

Time On Task

- Remains on task.

Following Directions

- Follows directions.

6th-8th Grade

The student demonstrates consistent and independent mastery of the following concepts/skills

- Complete assignments on time
- Comes to class prepared
- Follows directions and expectations
- Respects the learning environment
- Utilizes the reassessment request process when needed
- Utilizes an appropriate organization system
- Sets and monitors goal progress
- Takes responsibility for own actions
- Recognizes and regulates own emotions
- Perseveres through challenges

RMS Specials/Electives

The student demonstrates consistent and independent mastery of the following concepts/skills

- Communicates with proper etiquette across different settings
- Advocates for self
- Uses active listening skills
- Utilizes problem-solving skills
- Works effectively with diverse groups of peers
- Takes responsibility for own actions in a classroom setting
- Understands one's role and self-evaluates participation in a group project
- Recognizes and respects others' perspectives and opinions