

Proficiency Scales

Compassionate Connector

Compassionate Connector: Builds positive relationships with peers, adults, and community members across different backgrounds and experiences

Grade 3-5

Score 4 (Advanced)

Student independently initiates inclusive actions and helps resolve conflicts or misunderstandings between people from different backgrounds, promoting understanding and positive connections beyond the immediate classroom or school setting.

Student Version:

I can help bring people together and solve problems when there are misunderstandings between people who are different, both in and outside of school.

Score 3.5: Advanced Partial - In addition to score 3.0 performance, partial success at score 4.0 content

Score 3 (Target/Proficient)

Student will consistently demonstrate positive relationship-building skills by interacting respectfully and cooperatively with peers, adults, and community members from diverse backgrounds and experiences in various settings.

Student Version:

I can build positive relationships by being respectful and friendly with classmates, teachers, and people in my community, even when we are different.

Score 2.5: Proficient Partial - No major errors or omissions regarding score 2.0 content, and partial success at

Score 2 (Developing)

Student will recognize and recall basic vocabulary and foundational concepts including: empathy, respect, diversity, cooperation, communication, and community. Foundational skills include: identifying similarities and differences, using polite greetings, showing respect for others, and recognizing how to work together in a group. For example, students can define empathy, name ways people are different, and explain why it is important to include others.

Student Version:

I can remember and use important words like empathy and diversity. I can tell why being respectful and including others matters, and I can work with different people in my class.

Score 1.5: Developing Partial - Partial success at score 2.0 content, and major errors or omissions regarding

Score 1.0: With Help - With help, partial success at score 2.0 content and score 3.0 content

Score 0.5: With Help Partial - With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0: No Success - Even with help, no success

Why It Matters

Building positive relationships with all kinds of people helps you make friends, learn from others, and feel part of a team. These skills help you work and play with everyone and prepare you to be a caring, successful person in your community and future.

Score 4 (Advanced)

The student independently initiates and leads activities or resolves conflicts that promote inclusivity and understanding among individuals from diverse backgrounds and experiences. For example, the student facilitates a group project that bridges differences, mediates misunderstandings between peers, or volunteers to organize a community event that celebrates diversity.

Student Version:

I can lead or help solve problems between people from different backgrounds and create opportunities for everyone to feel included.

Score 3.5: Advanced Partial - In addition to score 3.0 performance, partial success at score 4.0 content

Score 3 (Target/Proficient)

The student demonstrates the ability to build and maintain positive relationships with peers, adults, and community members from diverse backgrounds and experiences by actively engaging in respectful, empathetic communication and collaboration. For example, the student participates in group discussions with students of different backgrounds, listens actively, and works constructively towards a common goal.

Student Version:

I can build and maintain positive relationships with people from different backgrounds by communicating respectfully and working well with others.

Score 2.5: Proficient Partial - No major errors or omissions regarding score 2.0 content, and partial success at

Score 2 (Developing)

Student will recognize and recall basic vocabulary and foundational concepts including: empathy, respect, diversity, communication, collaboration, perspective. Foundational skills include: identifying respectful behaviors, recognizing different points of view, using appropriate communication strategies, and demonstrating basic teamwork. For example, students can define empathy and diversity, list ways to show respect, and identify situations where clear communication is important.

Student Version:

I can remember and use words like empathy, respect, and diversity. I can explain basic ways to show respect and communicate with people who are different from me.

Score 1.5: Developing Partial - Partial success at score 2.0 content, and major errors or omissions regarding

Score 1.0: With Help - With help, partial success at score 2.0 content and score 3.0 content

Score 0.5: With Help Partial - With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0: No Success - Even with help, no success

Why It Matters

Understanding how to build positive relationships with all kinds of people helps you succeed in school, at work, and in your community. These skills help you connect, collaborate, and solve problems with others, no matter their background or experience.

Score 4 (Advanced)

Student will take initiative to resolve conflicts, bridge cultural or experiential divides, and advocate for inclusivity by facilitating understanding and connection among diverse individuals or groups, even in challenging circumstances. For example, the student mediates a disagreement between classmates from different backgrounds or organizes an event that brings together diverse members of the community.

Student Version:

I can help solve problems and bring together people from different backgrounds. I can make sure everyone feels included and understood, even when it's hard.

Score 3.5: Advanced Partial - In addition to score 3.0 performance, partial success at score 4.0 content

Score 3 (Target/Proficient)

Student will consistently build and maintain positive relationships with peers, adults, and community members from different backgrounds and experiences by demonstrating inclusive, respectful, and empathetic communication in real-life situations. For example, the student collaborates effectively with diverse partners on projects or group activities, ensuring all voices are heard.

Student Version:

I can build and keep positive relationships with people from different backgrounds by showing respect, listening, and working well with everyone.

Score 2.5: Proficient Partial - No major errors or omissions regarding score 2.0 content, and partial success at

Score 2 (Developing)

Student will recognize and recall basic vocabulary and foundational concepts including: empathy, respect, communication, diversity, inclusion, and collaboration. Foundational skills include: identifying respectful behaviors, recognizing different perspectives, using polite greetings, listening to others, and noticing similarities and differences among people. For example, students can define 'empathy,' explain what it means to show respect, and list ways to positively communicate.

Student Version:

I can remember and use important words like empathy and diversity. I can explain basic ideas about respecting different people and talking politely.

Score 1.5: Developing Partial - Partial success at score 2.0 content, and major errors or omissions regarding

Score 1.0: With Help - With help, partial success at score 2.0 content and score 3.0 content

Score 0.5: With Help Partial - With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0: No Success - Even with help, no success

Why It Matters

Understanding how to build positive relationships with people from different backgrounds helps you work better in teams, make friends, and grow as a person. You'll use these skills when you meet new classmates, join community activities, or work in any career in the future, because every group is made up of different kinds of people.

Score 4 (Advanced)

Student will independently initiate and lead activities that foster connection and understanding among diverse peers and community members, providing support and resolving disagreements in inclusive ways.

Student Version:

I can help bring people together by leading or joining activities that help everyone feel included and respected, even if we are different.

Score 3.5: Advanced Partial - In addition to score 3.0 performance, partial success at score 4.0 content

Score 3 (Target/Proficient)

Student will consistently build positive relationships with peers, adults, and community members by demonstrating respect, effective communication, and empathy across different backgrounds and experiences.

Student Version:

I can build positive relationships with people from different backgrounds by showing respect, listening, and communicating kindly with everyone.

Score 2.5: Proficient Partial - No major errors or omissions regarding score 2.0 content, and partial success at

Score 2 (Developing)

Student will recognize and recall basic vocabulary and foundational concepts including: empathy, respect, diversity, communication, inclusion, culture. Foundational skills include: identifying personal feelings, recognizing differences in backgrounds, understanding fairness, using polite greetings, and listening to others. For example, students can define empathy, name ways people are different, and recall why respect is important.

Student Version:

I can remember and use important words like respect and empathy. I can explain why it is important to understand and listen to people who are different from me.

Score 1.5: Developing Partial - Partial success at score 2.0 content, and major errors or omissions regarding

Score 1.0: With Help - With help, partial success at score 2.0 content and score 3.0 content

Score 0.5: With Help Partial - With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0: No Success - Even with help, no success

Why It Matters

Building positive relationships with people from different backgrounds helps you make friends, solve problems, and work well with others. These skills are important in school, your community, and future jobs because you will meet and work with many different kinds of people throughout your life.

Score 4 (Advanced)

Student independently initiates inclusive actions and helps resolve conflicts among peers or between groups of diverse backgrounds, modeling empathy and leadership. For example, the student helps others include someone who is left out or mediates a disagreement between classmates from different cultures.

Student Version:

I can help include everyone, even if they are different from me, and help friends get along if they have a problem.

Score 3.5: Advanced Partial - In addition to score 3.0 performance, partial success at score 4.0 content

Score 3 (Target/Proficient)

Student consistently builds positive relationships by interacting kindly and respectfully with peers, adults, and community members from diverse backgrounds and experiences. For example, the student invites peers to join in activities, listens to others, and works cooperatively regardless of differences.

Student Version:

I can build good relationships with classmates and adults, even if we are different, by being kind, listening, and working together.

Score 2.5: Proficient Partial - No major errors or omissions regarding score 2.0 content, and partial success at

Score 2 (Developing)

Student will recognize and recall basic vocabulary and foundational concepts including: respect, kindness, share, listen, difference, community. Foundational skills include: introducing oneself, greeting others politely, noticing similarities and differences, following classroom rules, and taking turns. For example, students can name ways to show respect to a classmate or describe how to greet a neighbor.

Student Version:

I can remember and use words like respect and kindness. I can show simple ways to be friendly, like saying hello and taking turns.

Score 1.5: Developing Partial - Partial success at score 2.0 content, and major errors or omissions regarding

Score 1.0: With Help - With help, partial success at score 2.0 content and score 3.0 content

Score 0.5: With Help Partial - With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0: No Success - Even with help, no success

Why It Matters

Understanding how to build positive relationships helps you make friends, work with others, and be part of a happy school and community. These skills are important for having fun, solving problems, and getting along with all kinds of people in life.

Score 4 (Advanced)

Student will independently seek out opportunities to include or help others, and thoughtfully explain why it is important to value different perspectives and show compassion, even in new or challenging situations. For example, the student notices someone being excluded during recess and invites them to join a game, then explains to the class why everyone should feel welcome.

Student Version:

I can think of ways to include or help others-even if it's hard-and I can explain why it's important to be kind and respect everyone's feelings.

Score 3.5: Advanced Partial - In addition to score 3.0 performance, partial success at score 4.0 content

Score 3 (Target/Proficient)

Student will demonstrate empathy and respect by identifying how someone else is feeling and responding with kindness and care. For example, when a classmate is upset, the student offers comforting words or includes them in play.

Student Version:

I can notice how others feel and show kindness and care in the way I act toward them.

Score 2.5: Proficient Partial - No major errors or omissions regarding score 2.0 content, and partial success at

Score 2 (Developing)

Student will recognize and recall basic vocabulary and foundational concepts including: empathy, respect, perspective, kindness, feelings, care. Foundational skills include: identifying when someone feels sad, recognizing when a peer is left out, understanding the word "kindness," naming personal feelings, and noticing when someone needs help. For example, students can point to a picture and say someone looks sad or use the word 'empathy' in a sentence.

Student Version:

I can remember and use words like empathy, respect, and kindness. I can show I know when someone is sad or needs help.

Score 1.5: Developing Partial - Partial success at score 2.0 content, and major errors or omissions regarding

Score 1.0: With Help - With help, partial success at score 2.0 content and score 3.0 content

Score 0.5: With Help Partial - With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0: No Success - Even with help, no success

Why It Matters

Understanding and showing empathy and respect helps you make friends and build a happy classroom. When you care about how others feel, you make your school a kinder place. These skills help you work with others, solve problems together, and feel good about yourself.

Score 4 (Advanced)

Student proactively fosters a respectful and empathetic environment by initiating support for others, mediating conflicts with care, and modeling inclusive behavior in challenging or unfamiliar situations. For example, the student steps in to encourage understanding between peers during a heated discussion or helps include someone who feels left out.

Student Version:

I can help create a friendly and kind place by encouraging others, helping solve arguments in a caring way, and making sure everyone feels included.

Score 3.5: Advanced Partial - In addition to score 3.0 performance, partial success at score 4.0 content

Score 3 (Target/Proficient)

Student consistently demonstrates empathy and respect by acknowledging others' perspectives, responding with kind words and actions, and appropriately expressing understanding in personal, group, or classroom situations. For example, when a classmate disagrees, the student listens actively, validates their feelings, and responds kindly even if they disagree.

Student Version:

I can show empathy and respect by listening to others' opinions and responding with kindness, even when I don't agree.

Score 2.5: Proficient Partial - No major errors or omissions regarding score 2.0 content, and partial success at

Score 2 (Developing)

Student will recognize and recall basic vocabulary and foundational concepts including: empathy, respect, perspective, kindness, active listening, understanding. Foundational skills include: identifying others' feelings, naming respectful behaviors, describing what it means to value someone else's perspective, recalling examples of empathy in real life, and distinguishing between respectful and disrespectful responses. For example, students can identify when a peer is upset and recall ways to show kindness such as listening without interrupting.

Student Version:

I can remember and use words like empathy, respect, and kindness. I can tell when someone else feels a certain way and describe ways to be polite and caring.

Score 1.5: Developing Partial - Partial success at score 2.0 content, and major errors or omissions regarding

Score 1.0: With Help - With help, partial success at score 2.0 content and score 3.0 content

Score 0.5: With Help Partial - With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0: No Success - Even with help, no success

Why It Matters

Showing empathy and respect helps you build strong friendships, work well in teams, and make your community a better place. These skills are important for solving problems together, understanding different points of view, and preparing for success in school, work, and life.

Score 4 (Advanced)

Student will take initiative to promote empathy and respect in group settings or resolve conflicts by modeling kindness and encouraging others to value different perspectives. For example, the student mediates a disagreement between classmates by helping each person explain their viewpoint and find common ground.

Student Version:

I can help others show empathy and respect by encouraging my group to listen to each other and work through problems kindly.

Score 3.5: Advanced Partial - In addition to score 3.0 performance, partial success at score 4.0 content

Score 3 (Target/Proficient)

Student will consistently demonstrate empathy and respect by considering others' perspectives and responding with kindness and care in a variety of interpersonal situations. For example, the student listens to someone's opinion during a group discussion and offers a supportive response.

Student Version:

I can show empathy and respect by understanding how others feel and responding with kindness in different situations.

Score 2.5: Proficient Partial - No major errors or omissions regarding score 2.0 content, and partial success at

Score 2 (Developing)

Student will recognize and recall basic vocabulary and foundational concepts including: empathy, respect, perspective, kindness, compassion, active listening. Foundational skills include: identifying feelings in others, recognizing different viewpoints, basic respectful communication, noticing when someone needs help. For example, students can define empathy and respect, and identify a situation where someone showed compassion.

Student Version:

I can remember and use words like empathy and respect. I can tell when someone is being kind and notice when people have different ideas or feelings.

Score 1.5: Developing Partial - Partial success at score 2.0 content, and major errors or omissions regarding

Score 1.0: With Help - With help, partial success at score 2.0 content and score 3.0 content

Score 0.5: With Help Partial - With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0: No Success - Even with help, no success

Why It Matters

Understanding and showing empathy and respect helps you build strong, positive relationships. These skills are important for working with others, solving problems peacefully, and creating a caring community at school and beyond.

Score 4 (Advanced)

Student will initiate, model, or facilitate difficult conversations by applying advanced empathy skills, such as mediating conflicts, advocating for marginalized voices, or supporting peers in overcoming misunderstandings in complex social settings. For example, a student helps resolve a group disagreement by encouraging open dialogue and ensuring everyone is heard.

Student Version:

I can help others solve problems or disagreements by using empathy and making sure everyone feels heard and respected.

Score 3.5: Advanced Partial - In addition to score 3.0 performance, partial success at score 4.0 content

Score 3 (Target/Proficient)

Student will consistently demonstrate empathy and respect by valuing others' perspectives and responding to people with kindness and care, even when there are differences of opinion or background. For example, in a group discussion, the student listens actively, acknowledges others' viewpoints, and responds thoughtfully.

Student Version:

I can show empathy and respect by valuing what others think and responding to them with kindness and care, even if we don't agree.

Score 2.5: Proficient Partial - No major errors or omissions regarding score 2.0 content, and partial success at

Score 2 (Developing)

Student will recognize and recall basic vocabulary and foundational concepts including: empathy, perspective, respect, kindness, compassion, bias. Foundational skills include: identifying emotions in others, explaining what perspective-taking means, distinguishing between respectful and disrespectful language, and defining bias. For example, students can list ways to show kindness or describe how respect is shown in a conversation.

Student Version:

I can remember and use important words like empathy, respect, and kindness. I can explain what it means to see things from someone else's point of view and give examples of showing kindness.

Score 1.5: Developing Partial - Partial success at score 2.0 content, and major errors or omissions regarding

Score 1.0: With Help - With help, partial success at score 2.0 content and score 3.0 content

Score 0.5: With Help Partial - With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0: No Success - Even with help, no success

Why It Matters

Empathy and respect help you build strong relationships and work well with people from all backgrounds. These skills are important for teamwork, leadership, and resolving conflicts in everyday life, and are valued by colleges and future employers.

Score 4 (Advanced)

Student will independently apply empathy and respect in new or challenging situations, such as resolving conflicts or advocating for others, and will encourage peers to value different perspectives and respond with care.

Student Version:

I can use empathy and respect to help solve problems or support others, and I help my friends see why it is important to be kind to everyone.

Score 3.5: Advanced Partial - In addition to score 3.0 performance, partial success at score 4.0 content

Score 3 (Target/Proficient)

Student will consistently demonstrate empathy and respect by valuing others' perspectives and responding with appropriate kindness and care in both classroom discussions and interpersonal interactions.

Student Version:

I can show empathy and respect by listening to other people's ideas and treating them with kindness, even if they think differently than me.

Score 2.5: Proficient Partial - No major errors or omissions regarding score 2.0 content, and partial success at

Score 2 (Developing)

Student will recognize and recall basic vocabulary and foundational concepts including: empathy, respect, perspective, kindness, care, listen. Foundational skills include: identifying feelings, naming respectful behaviors, recognizing when others have a different point of view, and understanding simple examples of kindness. For example, students can define empathy, list ways to show respect, and identify when someone is being left out.

Student Version:

I can remember words like empathy, respect, and kindness. I can tell what it means to see things from someone else's point of view and share ways to show I care.

Score 1.5: Developing Partial - Partial success at score 2.0 content, and major errors or omissions regarding

Score 1.0: With Help - With help, partial success at score 2.0 content and score 3.0 content

Score 0.5: With Help Partial - With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0: No Success - Even with help, no success

Why It Matters

Understanding empathy and respect helps you get along better with others and makes your classroom and community a kinder place. You'll use these skills when making friends, working in groups, and building positive relationships throughout your life.

Score 4 (Advanced)

Student anticipates the impact of their actions on others and encourages peers to act with integrity and responsibility. For example, the student reminds classmates to include others in a game or suggests solutions when someone feels left out.

Student Version:

I can help others make good choices and think about how what we do can help everyone feel good and safe.

Score 3.5: Advanced Partial - In addition to score 3.0 performance, partial success at score 4.0 content

Score 3 (Target/Proficient)

Student will consistently demonstrate understanding that their actions affect others by acting with integrity and responsibility in classroom situations. For example, the student admits to a mistake without being prompted, returns lost items, or helps clean up shared spaces.

Student Version:

I can show responsibility and do the right thing, even when no one is watching, because I know my actions affect others.

Score 2.5: Proficient Partial - No major errors or omissions regarding score 2.0 content, and partial success at

Score 2 (Developing)

Student will recognize and recall basic vocabulary and foundational concepts including: integrity, responsibility, consequence, choice, honesty, respect. Foundational skills include: identifying right and wrong actions, noticing how actions impact others, naming examples of responsible behavior, and following classroom rules. For example, students can recognize when someone is being honest or when someone is helping a friend.

Student Version:

I can remember words like honesty and responsibility. I know some actions are right or wrong, and I can say how what I do might make others feel.

Score 1.5: Developing Partial - Partial success at score 2.0 content, and major errors or omissions regarding

Score 1.0: With Help - With help, partial success at score 2.0 content and score 3.0 content

Score 0.5: With Help Partial - With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0: No Success - Even with help, no success

Why It Matters

Understanding how your actions affect others helps you build trust and make friends. Being responsible and honest means people can count on you, and it helps make your school and community a better place.

Score 4 (Advanced)

Student proactively demonstrates leadership in promoting integrity and responsibility within a group or community, and reflects on ways to improve the impact of their actions. For example, the student leads a group project with fairness, mediates peer conflicts responsibly, or initiates a campaign to encourage ethical behavior among peers.

Student Version:

I can lead others in acting with integrity and responsibility, and I think about how to make an even bigger positive difference with my actions.

Score 3.5: Advanced Partial - In addition to score 3.0 performance, partial success at score 4.0 content

Score 3 (Target/Proficient)

Student demonstrates understanding of how their actions affect others and consistently acts with integrity and responsibility in various situations. For example, the student makes choices that consider the well-being of others, follows through on commitments, and accepts the consequences of their actions.

Student Version:

I can show that my actions affect others and I choose to act with integrity and responsibility in different situations.

Score 2.5: Proficient Partial - No major errors or omissions regarding score 2.0 content, and partial success at

Score 2 (Developing)

Student will recognize and recall basic vocabulary and foundational concepts including: integrity, responsibility, accountability, empathy, consequences, and ethical. Foundational skills include: defining integrity, identifying responsible actions, recognizing the impact of actions on others, distinguishing between responsible and irresponsible behavior, and describing situations that require ethical decisions. For example, students can define what it means to be responsible and give examples of integrity in day-to-day life.

Student Version:

I can remember and use important words like integrity, responsibility, and empathy. I can tell what it means to be responsible and give examples of how actions can affect others.

Score 1.5: Developing Partial - Partial success at score 2.0 content, and major errors or omissions regarding

Score 1.0: With Help - With help, partial success at score 2.0 content and score 3.0 content

Score 0.5: With Help Partial - With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0: No Success - Even with help, no success

Why It Matters

Understanding how your actions affect others helps you build trust and strong relationships. Acting with integrity and responsibility means people can count on you, whether at school, at work, or in your community, and prepares you for leadership and life success.

Score 4 (Advanced)

Student independently anticipates the impact of their actions on others and takes proactive steps to positively influence their community. For example, the student stands up for someone being treated unfairly, organizes a group to resolve a problem, or models integrity in challenging situations.

Student Version:

I can notice when others are affected by my actions and do extra things to help people or set a good example, even when no one asks me.

Score 3.5: Advanced Partial - In addition to score 3.0 performance, partial success at score 4.0 content

Score 3 (Target/Proficient)

Student consistently demonstrates understanding of how their actions affect others by making responsible choices and acting with integrity in classroom and group settings. For example, the student owns up to mistakes, follows through on promises, and treats others fairly without reminders.

Student Version:

I can make good choices that show I understand how my actions affect others, and I act honestly and responsibly in my classroom and with friends.

Score 2.5: Proficient Partial - No major errors or omissions regarding score 2.0 content, and partial success at

Score 2 (Developing)

Student will recognize and recall basic vocabulary and foundational concepts including: responsibility, integrity, consequence, honesty, respect. Foundational skills include: understanding what responsibility means, identifying examples of integrity, recognizing how actions have consequences, and describing respectful behaviors. For example, students can identify what it means to be honest or list ways to show respect to classmates.

Student Version:

I can remember and use words like responsibility, honesty, and respect. I can tell what it means to be responsible and give examples of acting with integrity.

Score 1.5: Developing Partial - Partial success at score 2.0 content, and major errors or omissions regarding

Score 1.0: With Help - With help, partial success at score 2.0 content and score 3.0 content

Score 0.5: With Help Partial - With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0: No Success - Even with help, no success

Why It Matters

Understanding how to act with responsibility and integrity helps you build trust with others and create a positive community. These skills help you solve problems, make friends, and become someone others can count on as you grow up.

Score 4 (Advanced)

Student anticipates potential impacts of their actions on others and proactively models integrity and responsibility even in challenging or ambiguous situations, such as resolving conflicts, leading peer groups, or standing up for what is right despite peer pressure.

Student Version:

I can predict how my actions might affect others and show integrity and responsibility, even when it's difficult or unpopular.

Score 3.5: Advanced Partial - In addition to score 3.0 performance, partial success at score 4.0 content

Score 3 (Target/Proficient)

Student consistently demonstrates an understanding of how their actions affect others by acting with integrity and responsibility in a variety of situations, such as group projects, classroom discussions, and personal interactions.

Student Version:

I can act with integrity and responsibility by making good choices and thinking about how what I do affects others.

Score 2.5: Proficient Partial - No major errors or omissions regarding score 2.0 content, and partial success at

Score 2 (Developing)

Student will recognize and recall basic vocabulary and foundational concepts including: integrity, responsibility, consequences, empathy, honesty, and accountability. Foundational skills include: identifying responsible behavior, recognizing how actions impact others, describing what it means to act with integrity, and giving examples of honest actions. For example, students can define 'responsibility,' list ways to show integrity, and describe situations where choices affect others.

Student Version:

I can remember and use words like integrity, responsibility, and honesty. I can point out ways that actions affect others and explain what it means to be responsible.

Score 1.5: Developing Partial - Partial success at score 2.0 content, and major errors or omissions regarding

Score 1.0: With Help - With help, partial success at score 2.0 content and score 3.0 content

Score 0.5: With Help Partial - With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0: No Success - Even with help, no success

Why It Matters

Being responsible and having integrity means people can trust you and depend on you. These skills help you build strong relationships, succeed in teamwork, and make good decisions-both now and in your future school, work, and community life.

Score 4 (Advanced)

Student analyzes the impact of actions in complex or unfamiliar situations, applies integrity and responsibility without direct prompting, and encourages others to make ethical choices (e. g. , leading by example or advocating for fairness in new group settings).

Student Version:

I can show integrity and responsibility even in tough or new situations and help others make good choices too.

Score 3.5: Advanced Partial - In addition to score 3.0 performance, partial success at score 4.0 content

Score 3 (Target/Proficient)

Student consistently demonstrates understanding by explaining how their specific actions affect others and chooses to act with integrity and responsibility in various situations, such as group work, online interactions, or resolving conflicts.

Student Version:

I can explain how my actions affect others and I make responsible, honest choices in different situations.

Score 2.5: Proficient Partial - No major errors or omissions regarding score 2.0 content, and partial success at

Score 2 (Developing)

Student will recognize and recall basic vocabulary and foundational concepts including: integrity, responsibility, consequences, empathy, honesty, respect. Foundational skills include: identifying personal actions, describing basic effects on others, understanding right and wrong, and giving examples of responsible choices. For example, students can define responsibility and give an example of a time when someone's action helped or hurt others.

Student Version:

I can remember and use words like integrity and responsibility. I can tell what it means to be responsible and give examples of how actions can help or hurt other people.

Score 1.5: Developing Partial - Partial success at score 2.0 content, and major errors or omissions regarding

Score 1.0: With Help - With help, partial success at score 2.0 content and score 3.0 content

Score 0.5: With Help Partial - With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0: No Success - Even with help, no success

Why It Matters

Understanding how your choices affect others helps you build trust and strong relationships. Acting with integrity and responsibility is important not only at school, but also online, at home, and in future jobs.