

Proficiency Scales

Curious Learner

Curious Learner: Approaches new ideas and experiences with enthusiasm and a questioning mind.

Grade 12

Score 4 (Advanced)

Student takes initiative to independently seek out new experiences or ideas, proactively formulates deep or probing questions beyond what is presented, and inspires peers to engage in curiosity-driven exploration by modeling enthusiastic engagement. For example, the student leads a discussion, organizes a group inquiry, or creates a project to explore new learning based on personal curiosity.

Student Version:

I can go above and beyond by looking for new experiences or ideas on my own, asking even deeper questions, and encouraging others to join me in exploring and learning.

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 approaches new ideas and experiences with visible enthusiasm and a questioning attitude, seeking to understand and learn by asking thoughtful questions about unfamiliar concepts or situations.

Student Version:

I can approach new ideas and experiences with enthusiasm and a questioning mind by asking thoughtful questions and being excited to learn about things I don't know.

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: curiosity, inquiry, enthusiasm, open-mindedness, perspective, and bias. Foundational skills include: identifying situations that involve new ideas, describing ways to approach unfamiliar experiences, recognizing feelings of apprehension or interest, and defining what it means to ask questions about novel topics. For example, students can define 'enthusiasm' in trying something new and explain what it means to be 'open-minded'.

Student Version:

I can remember and use important words like curiosity, open-mindedness, and enthusiasm. I can explain what it means to ask questions and show interest when I encounter something new.

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 curious and excited about new ideas helps you grow, solve problems, and adapt to change. It makes learning more fun, prepares you for new challenges in life, and helps you become a lifelong learner who can succeed in college, work, and any situation where you face the unknown.

Score 4 (Advanced)

Student extends their curiosity and enthusiasm by inspiring peers to engage with new ideas, designing thoughtful questions or activities that deepen collective understanding, or applying a questioning mindset to make connections beyond the classroom setting, such as community involvement, independent projects, or interdisciplinary exploration.

Student Version:

I can encourage others to be curious too, create my own questions or activities for group learning, or use my curiosity outside of class to connect ideas in new ways.

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 the ability to approach new ideas and experiences with evident enthusiasm and a questioning mind by actively seeking to understand and engage with unfamiliar content or situations through self-initiated inquiry, both in and out of class settings.

Student Version:

I can show enthusiasm and curiosity when I try new things by asking thoughtful questions and wanting to learn more.

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: curiosity, enthusiasm, open-mindedness, inquiry, exploration, and reflection. Foundational skills include: identifying what it means to approach something with interest, describing the benefits of asking questions, recognizing situations that require open-mindedness, and distinguishing between passive and active listening. For example, students can list ways to show interest in a new activity and give examples of good questions to ask during a new learning experience.

Student Version:

I can remember and use words like curiosity and enthusiasm. I can explain what it means to be interested in something new and give examples of good questions to ask.

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 curious and enthusiastic helps you discover new interests, solve problems, and adapt to new situations. These skills make learning more exciting and prepare you to face challenges with an open mind in school and in life.

Score 4 (Advanced)

Student independently seeks out new ideas and experiences, poses insightful and original questions, and actively pursues ways to investigate answers beyond the classroom environment. For example, the student researches a topic outside of class, interviews experts, or leads a discussion group to satisfy their curiosity.

Student Version:

I can find new things I want to learn about, ask deep questions, and look for answers by doing research or talking to others.

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 approaches new ideas and experiences with excitement and a questioning mind by independently asking thoughtful questions to deepen understanding when encountering something unfamiliar. For example, after reading a new article or learning about a new concept, the student generates their own questions to explore the topic further.

Student Version:

I can get excited about new ideas and ask my own questions to help me understand things better.

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 related to curiosity and inquiry, including: enthusiasm, open-mindedness, question, hypothesis, and exploration. Foundational skills include: identifying when they are curious, recognizing how to ask a basic question, noticing new ideas, and showing interest in learning. For example, students can define 'enthusiasm,' identify a 'question,' and point out when they feel interested in a new topic.

Student Version:

I can show interest when I see something new and use words like curiosity, question, and exploration. I can notice when I'm curious and ask simple questions about something I don't know.

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 curious and asking questions helps you discover new things and solve problems. These skills make learning more interesting, help you think for yourself, and prepare you to handle challenges both in and out of school.

Score 4 (Advanced)

Student extends curiosity by independently seeking out new experiences or ideas, connects them to prior knowledge, and inspires others to be enthusiastic and ask questions. For example, the student might lead a group in exploring a new topic or create a project based on their own questions.

Student Version:

I can look for new ideas or experiences on my own, connect them to things I already know, and encourage my classmates to ask questions 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 approaches new ideas and experiences with enthusiasm and a questioning mind, independently asking thoughtful questions and showing interest in learning more. For example, when introduced to an unfamiliar topic, the student asks relevant questions and actively participates in discussions.

Student Version:

I can show enthusiasm and ask questions when I try something new or learn about new ideas.

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: curiosity, enthusiasm, questions, ideas, experience, explore. Foundational skills include: identifying what curiosity means, naming ways to show enthusiasm, listing types of questions, recognizing times they've tried new things. For example, students can describe what it means to be curious and give an example of asking a question about something new.

Student Version:

I can remember and use words like curiosity and enthusiasm. I can tell what it means to try something new and ask questions about it.

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 curious and excited about new ideas helps you learn more and have fun discovering new things. Asking questions and trying new experiences makes you a better problem solver and helps you work well with others in school and beyond.

Score 4 (Advanced)

Student consistently and independently seeks out new ideas and experiences without prompting and formulates insightful or creative questions that show deeper thinking. For example, the student finds opportunities to explore topics beyond what is presented and asks questions that connect new ideas to previous knowledge.

Student Version:

I can look for new things to learn all by myself and ask special questions that help me think even harder.

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

Score 3 (Target/Proficient)

Student independently approaches new ideas and experiences with visible enthusiasm and routinely asks relevant questions to learn more. For example, when introduced to a new activity, the student demonstrates eagerness and poses thoughtful questions about it.

Student Version:

I can enjoy trying new things and ask relevant questions to help me understand 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: enthusiasm, curiosity, question, explore, idea, experience. Foundational skills include: noticing when something is new, showing interest when presented with new topics, understanding what it means to ask a question, and expressing excitement about learning. For example, students can point out something new in the classroom, say they are curious about a new story, or ask simple questions like 'What is this?'

Student Version:

I can show I'm excited to learn and can ask what something is when I see something new.

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 curious and excited about new things helps you learn better and have more fun in school. Asking questions makes you a great thinker and helps you discover new ideas in everyday life. These skills help you solve problems and stay interested in learning as you grow older.

Score 4 (Advanced)

Student will use 'why' and 'what if' questions to generate original hypotheses, challenge assumptions, or meaningfully extend discussions beyond the material presented, often leading to rich group conversations or new avenues for research.

Student Version:

I can use 'why' and 'what if' questions to challenge ideas, make new connections, and suggest new ways to explore a topic.

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 independently ask relevant and thoughtful 'why' and 'what if' questions to deepen understanding of a topic or concept during class discussions or investigations.

Student Version:

I can ask 'why' and 'what if' questions to help myself and others understand ideas more deeply.

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: inquiry, hypothesis, analysis, reasoning, context, clarification. Foundational skills include: identifying key ideas, naming types of questions, describing the purpose of questioning, recognizing when to seek clarification. For example, students can define what a probing question is and list different types of questions such as 'why' and 'what if'.

Student Version:

I can remember and use words like inquiry and hypothesis. I can tell the difference between 'why' and 'what if' questions and explain why we use them.

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

Asking good questions helps you think deeply and solve problems. These skills are important for everyday decisions, learning new things, and working well with others in school, work, and life.

Score 4 (Advanced)

Student independently generates and follows up on 'why' and 'what if' questions that lead to new investigation paths or challenge current thinking (for example, connecting ideas across subjects or discovering unexpected solutions through their questioning).

Student Version:

I can ask new 'why' or 'what if' questions that help me think in new ways or discover something unexpected.

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

Score 3 (Target/Proficient)

Student asks 'why' and 'what if' questions to explore and investigate ideas more deeply during discussions or when reading or learning about a topic.

Student Version:

I can ask 'why' and 'what if' questions to help me learn more about something or to better understand an idea.

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: question, because, why, what if, idea, explore. Foundational skills include: identifying a question, distinguishing between different types of questions, and giving simple reasons for asking questions. For example, students can tell the difference between a 'yes/no' question and a 'why' question and can use the word 'because' to explain answers.

Student Version:

I can remember and use words like 'why' and 'what if' to ask questions. I can tell the difference between a simple question and a deeper one.

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 able to ask deep questions helps you understand things better and encourages curiosity. This skill helps you solve problems, learn new things on your own, and make connections to your life, schoolwork, and the world around you.

Score 4 (Advanced)

Student consistently generates original, insightful 'why' and 'what if' questions that lead to new perspectives or further inquiry, and encourages peers to deepen their own thinking during collaborative activities. For example, the student's questions result in the class exploring unexpected angles or making thoughtful predictions.

Student Version:

I can create unique 'why' and 'what if' questions that help me and my classmates discover new ideas or look at things in new ways.

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

Score 3 (Target/Proficient)

Student independently asks 'why' and 'what if' questions to explore and investigate ideas more deeply during discussions or inquiry-based activities.

Student Version:

I can ask 'why' and 'what if' questions to help me investigate ideas more deeply.

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: question, curiosity, reasoning, explore, predict, hypothesis. Foundational skills include: identifying questions, asking simple questions, distinguishing between 'what' and 'why' questions. For example, students can list types of questions and state differences between factual and exploratory questions.

Student Version:

I can remember and use important vocabulary like question, hypothesis, and explore. I can tell the difference between basic and deeper questions.

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 able to ask thoughtful questions helps you understand topics better, solve problems, and think creatively. You'll use this skill when working in groups, doing projects, or figuring out tough challenges-in school and beyond.

Score 4 (Advanced)

Student will extend inquiry by forming novel 'why' and 'what if' questions that challenge assumptions, connect ideas across disciplines, or lead to innovative solutions. For example, the student might ask, 'What if this theory were applied in a different field?' or 'Why do societies respond differently to similar problems?' and propose a plan to investigate these questions.

Student Version:

I can create new 'why' and 'what if' questions that connect different ideas or challenge what is usually accepted, and I can suggest ways to find answers.

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 independently generate and use 'why' and 'what if' questions to investigate and explore complex ideas more deeply in various contexts. For example, after reading a text, the student asks, 'Why did the author make this choice?' or 'What if the main character acted differently?' to gain deeper insight.

Student Version:

I can ask 'why' and 'what if' questions to help me think more deeply and explore ideas in my classes.

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: inquiry, hypothesis, open-ended, analysis, exploration, and critical thinking. Foundational skills include: identifying main ideas, distinguishing fact from opinion, understanding the difference between closed and open questions, and recognizing areas for further investigation. For example, students can define what an inquiry question is, name types of questions, and point out where additional questioning could deepen understanding.

Student Version:

I can remember and use important words like inquiry, hypothesis, and exploration. I can spot the main ideas and know the difference between closed and open questions.

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 able to ask good questions helps you learn more, solve problems, and think for yourself. These skills are important for making informed decisions, understanding the world around you, and succeeding in college or your future career.

Score 4 (Advanced)

Student consistently asks 'why' and 'what if' questions that connect ideas across topics or extend learning into new situations, and uses these questions to suggest ways to find answers or investigate further. For example, the student asks, 'What if animals could live without water like some plants?' and proposes an experiment or research activity.

Student Version:

I can ask big questions that connect ideas and think of ways to find out the answers.

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

Score 3 (Target/Proficient)

Student independently asks clear 'why' and 'what if' questions about a topic to explore or investigate ideas more deeply. For example, during a class discussion about plants, the student asks, 'Why do plants need sunlight?' or 'What if we forgot to water the plant?'

Student Version:

I can ask 'why' and 'what if' questions to help me learn more about something.

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: question, why, what if, curiosity, explore, investigate. Foundational skills include: identifying a question, understanding the difference between types of questions (who, what, where, when, why, what if), showing curiosity about a topic, and listening to questions asked by others. For example, students can identify a 'why' question and explain what it means to be curious.

Student Version:

I can use words like 'why' and 'what if' when I ask questions or talk about things I wonder about.

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

Asking thoughtful questions helps you learn more about the world and become an explorer in your own life. It helps you discover new things, solve problems, and understand how things work. These skills make learning exciting and prepare you for challenges in school and everyday life.

Curious Learner: Seeks out learning beyond the classroom through opportunities such as internships, work experiences, or advanced learning.

Grade 6-8

Score 4 (Advanced)

Student not only participates in an external learning opportunity but also reflects on or shares what they have learned with others, makes connections between the experience and personal goals, or takes initiative to create a new opportunity for themselves or peers.

Student Version:

I can talk or write about what I learned from my outside experience and use it to set new goals or even help others find their own opportunities.

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

Score 3 (Target/Proficient)

Student independently seeks out and participates in at least one learning opportunity outside of regular classroom activities, such as an internship, job shadowing, extracurricular academic project, or advanced learning experience.

Student Version:

I can find and take part in a real learning experience outside the classroom, like joining a science club, volunteering, or doing a job shadow.

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: internship, work experience, mentor, advanced learning, growth mindset, curiosity. Foundational skills include: identifying types of learning opportunities, knowing where to find them, understanding the purpose of exploring beyond school, demonstrating curiosity about new topics, and asking for help or information about experiences. For example, students can list different types of internships or explain what advanced learning means.

Student Version:

I can remember and use words like 'internship' and 'mentor.' I can explain what it means to learn outside of school and list examples like clubs, camps, or shadowing adults.

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

Learning beyond the classroom helps you discover your interests and talents, build real-world skills, and connect what you learn in school to future goals and jobs. These experiences make you more confident and open new doors for your future.

Curious Learner: Seeks out learning beyond the classroom through opportunities such as internships, work experiences, or advanced learning.

Grade 12

Score 4 (Advanced)

Student initiates and maintains multiple or sustained advanced learning experiences outside the classroom (such as long-term internships, research projects, or creating original opportunities), demonstrates leadership or collaboration within these experiences, and thoughtfully evaluates their impact on personal and academic growth.

Student Version:

I can take the lead in finding or creating more than one advanced opportunity outside of school, show leadership or teamwork, and explain how these experiences helped me grow.

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

Score 3 (Target/Proficient)

Student actively seeks and participates in at least one learning experience beyond the classroom, such as an internship, work-based experience, or advanced academic opportunity, and reflects meaningfully on the skills and knowledge gained.

Student Version:

I can seek out and participate in an internship, job, or advanced learning experience outside of school, and reflect on what I learned from it.

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: internship, mentorship, apprenticeship, self-directed, networking, resume. Foundational skills include: identifying opportunities, basic research about organizations, understanding professional etiquette, contacting potential mentors, and creating a simple resume or application. For example, students can define what an internship is, explain why self-directed learning matters, and describe one way to contact a professional in a field of interest.

Student Version:

I can remember and use important words like internship and mentorship. I can find out about outside learning opportunities and explain how to apply for them or contact professionals.

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

Finding learning opportunities outside the classroom helps you gain real-world skills, build professional connections, and discover your strengths and interests. These experiences prepare you for college, careers, and lifelong learning, giving you a head start on future goals.

Curious Learner: Seeks out learning beyond the classroom through opportunities such as internships, work experiences, or advanced learning.

Grade 9-11

Score 4 (Advanced)

Student independently seeks out and engages in multiple or ongoing learning opportunities beyond the classroom, proactively initiates new connections or projects, and synthesizes experiences to set personal academic or career goals. For example, the student organizes their own internship, pursues a passion project with a mentor, and connects these experiences to future plans.

Student Version:

I can find and join several learning opportunities outside of class and use what I learned to help me plan for my future.

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

Score 3 (Target/Proficient)

Student actively seeks and participates in at least one learning opportunity outside the classroom, such as an internship, work experience, or advanced coursework, and reflects on the experience. For example, the student applies for and completes a job shadow or signs up for a dual-enrollment class and discusses what was learned.

Student Version:

I can find and take part in a learning opportunity outside of class, like a job shadow, and talk about what I learned.

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: internship, mentorship, job shadowing, volunteer, advanced coursework, enrichment. Foundational skills include: identifying local opportunities, understanding the difference between formal and informal learning, describing why learning outside of class is valuable, and knowing how to ask for more information about an opportunity. For example, students can list places where they could intern or explain what a job shadow is.

Student Version:

I can remember and use words like internship and volunteer. I can name ways to learn outside of school and tell why it's helpful.

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

Learning outside the classroom helps you discover new interests, build real-world skills, and connect with people who can support your goals. These experiences prepare you for life beyond school, whether it's college, a career, or something unique to you.

Curious Learner: Seeks out learning beyond the classroom through opportunities such as internships, work experiences, or advanced learning.

Grade 3-5

Score 4 (Advanced)

Student will actively design and propose a new learning experience outside of school based on their interests, reach out to appropriate adults or organizations, and reflect on what was learned from this experience.

Student Version:

I can create my own learning project outside school, ask someone for help, and explain what I learned from doing it.

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 independently seek out and participate in at least one learning opportunity outside of regular classroom activities, such as joining a club, visiting a museum, or attending a community event to expand their learning.

Student Version:

I can find and participate in a learning activity outside my classroom, like joining a club or visiting a museum, to learn something new.

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: internship, work experience, advanced learning, mentor, community. Foundational skills include: identifying different types of learning opportunities, understanding what an internship is, recognizing places to learn outside school, and naming adults who can help with learning outside school. For example, students can list community centers as places of learning and explain what a mentor is.

Student Version:

I can remember and use important words like 'internship' and 'mentor.' I can name places and people who can help me learn outside of school.

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

Trying new ways to learn outside the classroom helps you discover what you like, meet new people, and use your knowledge in real life. It teaches you to be curious and prepares you for future jobs and challenges.

Curious Learner: Seeks out learning beyond the classroom through opportunities such as internships, work experiences, or advanced learning.

Grade K-2

Score 4 (Advanced)

Student will reflect on their outside-of-school learning experiences and make connections between those experiences and classroom learning, such as sharing what they learned with classmates or applying new skills to school projects. For example, a student might bring in a leaf collection from a park trip and relate it to a science lesson.

Student Version:

I can talk about what I learned outside of school and show how it helps me in class or with my friends.

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 independently seek out and participate in new learning experiences beyond the classroom by choosing and engaging in activities such as community events, family projects, or extracurricular activities to expand their knowledge and skills.

Student Version:

I can try new things to learn outside of the classroom on my own, like joining a team or helping with a project at home.

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: learning, opportunity, classroom, activity, curiosity, explore. Foundational skills include: identifying examples of learning outside school, understanding what a learning opportunity is, recognizing different places where learning can happen, and knowing who can help them learn. For example, students can name activities like visiting the library, going on a field trip, or helping a family member cook to learn new things.

Student Version:

I can name some places and ways I can learn outside of school, like going to the library or helping at home.

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

Learning isn't just something that happens at school. When you look for new ways to learn, you can discover fun things, meet new people, and get better at solving problems. These skills help you every day and get you ready for even bigger adventures as you grow!