

Proficiency Scales

Resilient Self-Manager

Resilient Self-Manager: Advocates for their needs and asks for help, feedback, or resources

Grade 3-5

Score 4 (Advanced)

Student independently and proactively seeks out help, feedback, or resources by explaining their specific needs, reflecting on their challenges, and proposing possible solutions. For example, the student notices they are struggling with reading, explains this to the teacher, and asks for suggestions or extra reading materials to practice at home.

Student Version:

I can explain what help I need, why I need it, and suggest ways to get better in something.

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 appropriately advocate for their needs by directly asking for help, feedback, or resources in a clear and respectful way. For example, the student independently tells a teacher they don't understand a math problem and asks for clarification or more practice materials.

Student Version:

I can ask for help, feedback, or something I need in a respectful way when I need 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: advocate, feedback, needs, resources, support, and communication. Foundational skills include: identifying when help is needed, knowing who to ask, using polite language, and expressing needs simply. For example, students can match problems with the appropriate helper (like a teacher or counselor) and list types of help they might need in class.

Student Version:

I can remember and use words like 'ask,' 'help,' and 'feedback.' I can point out when I need help and know who I can talk to.

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

Knowing how to ask for help and resources helps you solve problems, learn new things, and reach your goals. You'll use these skills all your life-like asking questions in school, talking to friends or family when you need something, and getting support when things are tough.

Score 4 (Advanced)

Student independently and proactively seeks feedback or resources beyond those immediately offered, explains why they need help, and reflects on the support received to improve future self-advocacy.

Student Version:

I can ask for help or feedback on my own and talk about why I needed it or how it helped 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 will clearly and appropriately express their needs to others by asking for help, feedback, or needed resources in a school setting.

Student Version:

I can ask for help or feedback when I need something or don't understand.

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: help, feedback, need, resource, ask, support. Foundational skills include: identifying when they need help, naming feelings, recognizing who can help (teacher, friend, family), and using polite words to ask for assistance. For example, students can point to or say when they need help or say 'please' when requesting something.

Student Version:

I can remember and use words like help and feedback. I can tell someone when I need something or when I feel stuck.

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

Knowing how to ask for help or feedback helps you learn new things, feel better when you're confused or upset, and work better with other people. This skill means you don't have to solve problems alone-you can get support from teachers, friends, and family, just like you will need to do as you grow up.

Score 4 (Advanced)

Student proactively seeks out opportunities to improve by independently identifying potential challenges and resources, and constructs a plan to advocate for themselves in complex or unfamiliar situations. For example, a student researches scholarship programs, drafts emails to request recommendations, or coordinates meetings with multiple teachers for extra support.

Student Version:

I can find new resources or opportunities on my own and make a plan to ask for support even in new or difficult situations.

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

Score 3 (Target/Proficient)

Student effectively communicates their needs by appropriately asking for help, feedback, or resources from relevant individuals in a school setting. For example, a student approaches a teacher to request clarification on an assignment or seeks feedback on a project.

Student Version:

I can ask for help, feedback, or resources when I need them by talking to the right person at school.

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: advocate, feedback, resources, request, communication, support. Foundational skills include: identifying when help is needed, knowing available resources, understanding how to ask questions, and recognizing supportive adults or peers. For example, students can define 'advocate' and 'feedback,' list types of school resources, and identify situations where support is necessary.

Student Version:

I can remember and use words like advocate and feedback. I know when I need help and can list some people or places at school that offer support.

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

Knowing how to ask for help or feedback gives you more control over your own learning and life. These skills help you solve problems, build confidence, and work with others-important for school, jobs, and everyday situations.

Score 4 (Advanced)

Student will proactively anticipate needs and independently seek multiple, appropriate sources of help or feedback, reflect on responses received, and adjust their actions or strategies based on that feedback. For example, students might approach a teacher for feedback on a draft, request additional resources from a counselor, and then revise their work based on the input provided.

Student Version:

I can find different people or resources for support, ask for feedback before it's needed, and use that feedback to improve what I'm doing.

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 effectively advocate for their needs by clearly communicating with the appropriate individuals to request help, feedback, or resources in a timely and respectful manner.

Student Version:

I can communicate what I need and ask the right person for help, feedback, or resources when I need 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: advocate, feedback, resource, communication, assertiveness, initiative. Foundational skills include: identifying when help is needed, understanding appropriate sources of help, distinguishing between feedback and criticism, and describing the benefits of asking for support. For example, students can define self-advocacy, list possible resources (teachers, counselors, peers), and explain simple situations where asking for help is appropriate.

Student Version:

I can remember and use important words like 'advocate' and 'resource.' I can tell when I need help and know who I can ask, like a teacher or counselor.

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

Knowing how to advocate for yourself ensures you get the support you need to succeed. These skills help you solve problems in school, work, and daily life, and prepare you to manage challenges independently in college, jobs, and beyond.

Score 4 (Advanced)

The student proactively and strategically advocates for themselves or others by identifying barriers, proposing solutions, and following through (such as organizing a study group, suggesting new resources to teachers, or helping a peer seek support).

Student Version:

I can find new ways to get the help or resources I need and help others do the same by thinking ahead and solving problems.

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 independently and appropriately advocates for their needs by asking for help, feedback, or resources in a specific situation (such as requesting clarification from a teacher, seeking feedback on an assignment, or asking for access to a needed resource).

Student Version:

I can ask for help, feedback, or resources when I need them so I can do my best in class or with my work.

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: advocate, resource, feedback, support, communication, assertiveness. Foundational skills include: identifying when help is needed, knowing possible resources, understanding what feedback means, using appropriate language to ask for help. For example, students can list types of school support (teachers, counselors, online tools) and explain what it means to ask for feedback after an assignment.

Student Version:

I can remember and use words like advocate, feedback, and resource. I know when I might need help and can name people or places at school that help with problems.

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

Knowing how to ask for help and speak up for yourself helps you overcome challenges, learn more, and become more independent. These skills are important for school, work, and life because everyone needs support sometimes, and knowing how to get it helps you reach your goals.

Score 4 (Advanced)

Student thoughtfully applies their reflections by setting targeted, actionable goals for future growth and adapts their strategies in new or more complex situations. For example, a student sets a plan to improve note-taking and successfully implements it when facing a different type of challenging assignment.

Student Version:

I can use my reflections to set specific goals for next time and change what I do when I try something new or 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 consistently analyzes their work to identify specific successes and challenges, and interprets the reasons for these outcomes based on evidence from their own experiences. For example, a student explains how their time management led to meeting a deadline but their lack of preparation led to misunderstanding a key concept.

Student Version:

I can explain the reasons why some things worked well and others didn't, using examples from my own work.

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: reflection, strengths, weaknesses, feedback, improvement, and self-assessment. Foundational skills include: identifying what went well, identifying what didn't go well, recognizing the role of feedback, and understanding personal strengths and challenges. For example, students can list strengths and weaknesses after completing a project and define what constructive feedback means.

Student Version:

I can remember and use words like reflection and feedback. I can list what went well and what didn't after I do something.

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 reflect on your successes and challenges helps you grow as a learner and a person. These skills let you keep improving in school, work, and life-by learning from mistakes, building on strengths, and always getting better at what you do.

Score 4 (Advanced)

Student not only uses personal reflection to set growth goals but also adapts and changes strategies in real time, seeks and incorporates feedback from multiple sources, and helps peers reflect on their own work for collective improvement.

Student Version:

I can use what I learn from reflecting to try new strategies, ask others for feedback, and help classmates reflect so we can all 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 consistently reflects on their performance, thoughtfully analyzing what worked well and what did not, and uses these reflections to set specific, actionable goals for personal growth.

Student Version:

I can think about what worked and what didn't in my work, and I can use those thoughts to set goals to get 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 and foundational concepts including: reflection, feedback, strengths, weaknesses, improvement. Foundational skills include: identifying what worked well, listing what was challenging, recognizing personal effort, seeking feedback. For example, students can describe a situation where something was challenging and identify one thing that went well.

Student Version:

I can remember and use words like reflect, feedback, and improvement. I can point out what went well and what was hard for me when I look back on my work.

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 reflect on your own work helps you learn from your experiences. You'll use this skill when you face challenges, want to improve, or work with others. It prepares you for lifelong learning, problem solving, and success in college, careers, and life.

Score 4 (Advanced)

Student will apply their reflections in new situations, set a personal goal for improvement, and monitor their progress over time. For example, after reflecting, they try a different strategy in the next activity and share what changed.

Student Version:

I can use my ideas about what worked well or didn't to try something new, set a goal, and check if I get better.

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 reflect on their work, describing what worked well and what didn't, and identify one way to improve next time.

Student Version:

I can look at my work and say what went well, what didn't, and what I can do better next time.

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: reflect, feedback, improve, mistake, success, try. Foundational skills include: identifying what went well, recognizing when something didn't work, naming feelings about experiences, listening to feedback. For example, students can tell when they felt proud of something and notice when they were frustrated or needed help.

Student Version:

I can use words like 'try,' 'mistake,' and 'improve.' I can tell what made me happy or what was hard when I did my work.

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

Thinking about what you do helps you learn new things and get better at them. When you reflect on your work, you can celebrate your successes and find ways to make things easier or more fun the next time.

Score 4 (Advanced)

Student will independently analyze patterns in their reflection over time, identify why certain strategies were effective or not, and adjust their approach in future tasks to continuously improve. For example, the student creates a personal action plan based on multiple reflections and tries new strategies as a result.

Student Version:

I can look at my past reflections to find patterns and try out new ways to get better based on what I've learned.

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 accurately reflect on their own performance by explaining what went well and what didn't, and use this reflection to set a specific goal for improvement. For example, after completing a project, the student can identify one strength, one area for improvement, and set a goal to do better next time.

Student Version:

I can think about what worked and what didn't, and use this to make a goal for next time.

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: reflection, feedback, strengths, challenges, growth. Foundational skills include: identifying what went well, recognizing what didn't work, naming personal feelings about success and struggle, and understanding why reflection is important. For example, students can describe a time when they succeeded and a time when something was hard, and use words like 'strength' and 'challenge' correctly.

Student Version:

I can remember and use important words like reflection, feedback, and growth. I can tell what went well and what was hard when I finished something.

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 to reflect helps you understand how you learn best. This skill helps you keep getting better, fix mistakes, and be proud of your progress. You'll use it anytime you want to improve-whether it's in school, sports, hobbies, or working with others.

Score 4 (Advanced)

Student consistently applies reflective practices independently, proactively seeks feedback, and adapts their strategies across different tasks or subjects for continual growth. For example, the student develops their own reflection tools or journals, requests peer or teacher input, and shows improvement across multiple projects.

Student Version:

I can use reflection to get better in different subjects by asking for feedback and choosing new ways to grow each time.

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 thoughtfully reflect on both successes and areas for improvement in their work, and use those reflections to make specific, actionable plans for personal growth. For example, the student reviews a recent assignment, notes specific actions to repeat or change, and sets a clear goal to improve next time.

Student Version:

I can think about what went well and what didn't go well, and use my reflection to make a plan to improve next time.

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: reflection, feedback, strengths, challenges, goal. Foundational skills include: identifying what worked well in a task, recognizing what didn't work well, and recalling feedback from others. For example, students can list things they did well during a project and things they found difficult, and state feedback they've received.

Student Version:

I can remember and use words like reflection, feedback, strengths, challenges, and goal. I can tell what I did well and what was hard for 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

Thinking about what worked and what didn't helps you learn from your experiences and get better each time. You'll use these skills to solve problems, set goals, and become more confident in and out of school, now and in the future.

Score 4 (Advanced)

Student will independently revise or adjust personal or learning goals and their action steps based on ongoing self-reflection and progress data, and can explain how these changes help improve their outcomes.

Student Version:

I can change my goal or plans if I notice something is not working and explain why I made that change.

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 set a specific personal or learning goal and accurately track their progress toward achieving it using a self-selected or provided method (such as a chart, journal, or checklist).

Student Version:

I can set a goal for myself and keep track of how I am doing as I work toward 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: goal, progress, steps, action plan, reflection, and achievement. Foundational skills include: identifying what a goal is, understanding why goals are important, recognizing progress, naming steps to reach a goal, and describing what it means to work toward something. For example, students can define what a goal is, list reasons to set a goal, or name steps needed to accomplish a simple task.

Student Version:

I can remember and use words like goal, progress, and steps. I can explain what a goal is and why it's important to try to reach 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

Setting goals and tracking your progress helps you stay focused and achieve what you want. You'll use these skills whenever you want to get better at something, from studying to sports, and they help you grow into a successful and organized person.

Score 4 (Advanced)

Student will reflect on their progress and revise their strategies or set new, more challenging goals based on what they have learned from previous experience. For example, after meeting a reading goal, the student creates a new goal to read more challenging books.

Student Version:

I can think about how I did on my goal, change my plan if I need to, or make a new and harder goal for myself.

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 set a clear personal or learning goal and independently track progress toward achieving it using words, pictures, or charts.

Student Version:

I can set a goal and keep track of how I am doing until I reach my goal.

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: goal, progress, try, improve, achievement, and challenge. Foundational skills include: identifying what a goal is, naming one personal or learning goal, describing what progress means, and recognizing when a goal has been achieved. For example, students can identify a goal, such as "I want to learn to tie my shoes," and state what it means to make progress.

Student Version:

I can remember and use words like goal and progress. I can tell what a goal is and share a goal I have.

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

Knowing how to set goals and work toward them helps you learn new things, feel proud of your hard work, and get better at things you want to do. These skills help you reach your dreams and handle challenges in and out of school.

Score 4 (Advanced)

Student will independently adapt goals and action plans in response to challenges or changing circumstances and assist peers in setting or reflecting on their own goals. For example, the student revises a goal after encountering new obstacles and offers feedback to a classmate's goal-setting process.

Student Version:

I can change my goals or plans when something changes and help others make or check their goals 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 will set specific, measurable personal and learning goals, develop an action plan, and consistently track and reflect on progress over time. For example, the student creates a SMART goal for improving a science grade, outlines steps to reach it, and keeps a log of progress and reflections each week.

Student Version:

I can set clear goals for myself, make a plan to reach them, and keep track of how I'm doing.

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: goal, progress, strategy, reflection, achievement, obstacle. Foundational skills include: identifying personal and academic goals, understanding progress tracking, recognizing successes and setbacks, and naming strategies for improvement. For example, students can define what a goal is, list common obstacles to achieving goals, and describe ways to reflect on their progress.

Student Version:

I can remember and use words like goal and progress. I can list what I want to achieve and see how far I've come.

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

Setting goals and tracking your progress helps you stay focused, motivated, and organized. These skills are important for reaching your dreams, doing well in school, and handling challenges in life.

Score 4 (Advanced)

Student analyzes outcomes, reflects on strategies used, adjusts goals or plans as needed, and provides evidence of sustained progress over time. For example, the student adapts their plan after setbacks and documents improvements or changes based on reflection.

Student Version:

I can look at how much progress I've made, rethink my strategies if I need to, and adjust my goals or plans to keep improving.

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

Score 3 (Target/Proficient)

Student establishes clear personal and learning goals, develops a detailed action plan, and monitors progress independently using appropriate strategies. For example, the student creates specific, measurable, attainable, relevant, and time-bound (SMART) goals and regularly evaluates their achievement.

Student Version:

I can set clear goals for myself, make a plan to reach them, and regularly check how I'm doing on my own.

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: goal, short-term, long-term, progress, reflection, action plan. Foundational skills include: identifying personal and academic goals, understanding the difference between short-term and long-term goals, describing what progress means, creating a simple action plan, and tracking basic steps. For example, students can list their goals and describe one way to keep track of progress.

Student Version:

I can remember and use words like goal, progress, and action plan. I can name my goals and explain basic ways to track how I'm doing.

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 set goals and track your progress helps you achieve success in school, work, and life. These skills teach you how to stay organized, overcome obstacles, and make sure you're moving in the right direction. You'll use them every time you work toward something important to you, now and in the future.

Score 4 (Advanced)

Student independently revises and adapts goals and strategies in response to progress monitoring and feedback, demonstrating insight into their learning or personal growth process. For example, students set new goals after reflecting on their achievements, adjust strategies when facing obstacles, and use evidence from their progress tracking to make decisions.

Student Version:

I can change or improve my goals and strategies based on my progress and feedback, and I use what I learn to set new goals.

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 sets specific, measurable personal or learning goals and systematically tracks progress toward achieving them using appropriate tools or methods.

Student Version:

I can set specific goals for myself and keep track of my progress until I reach 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: goal, progress, strategy, obstacle, reflection, action plan. Foundational skills include: identifying a goal, describing progress, recognizing obstacles, and listing strategies for reaching a goal. For example, students can define what a goal is, state the difference between a short-term and long-term goal, and describe simple steps to measure progress.

Student Version:

I can remember and use important words like goal, progress, and strategy. I can tell what a goal is and describe simple ways to see if I'm making progress.

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

Knowing how to set goals and track your progress helps you achieve what is important to you-both in school and in life. These skills make it easier to stay focused, overcome challenges, and celebrate your achievements. You'll use them for everything from school projects and sports to future jobs and personal growth.