

Proficiency Scales

Adaptive Leader

Adaptive Leader: Guides others through uncertainty with a commitment to achieving shared goals

Grade K-2

Score 4 (Advanced)

Student independently motivates others and adapts leadership strategies to ensure all voices are heard and the team successfully achieves shared goals, even as unexpected challenges arise. For example, the student adjusts plans when something goes wrong and makes sure everyone has a chance to share ideas and participate.

Student Version:

I can help my team when things get tricky, making sure everyone helps and feels included so we reach our goal, even if we need to change our plan.

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

Score 3 (Target/Proficient)

Student can guide others through a situation where the answer is not clear, helping the group stay focused on a shared goal. For example, the student suggests ideas, encourages others, and helps the team decide what to do next when solving a puzzle or completing a class project.

Student Version:

I can help my group work together when we are not sure what to do so we can reach our 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: leader, team, goal, help, and choice. Foundational skills include: understanding what it means to work together, knowing when someone is unsure, knowing how to ask for help, and naming shared goals. For example, students can identify when their group has a goal and can list ways to help friends who are not sure what to do.

Student Version:

I can remember and use words like leader, team, and goal. I can tell when someone needs help and explain how to work together to reach a goal.

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 help others when things are uncertain is important for teamwork at school and in life. You use these skills when you work with friends on a project, play games, or solve problems together. Leading through uncertainty prepares you to be a helpful, caring team member now and in the future.

Score 4 (Advanced)

Student will apply leadership skills to new or challenging situations by supporting others emotionally, adapting strategies, and inspiring team members to stay committed even when plans must change. For example, the student demonstrates creative problem-solving and motivates others during a challenging classroom activity.

Student Version:

I can help my team through big challenges by encouraging them, finding new solutions, and keeping everyone focused on our goal.

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 guide peers through uncertain situations while keeping the group focused on achieving shared goals. For example, in a group project with an unexpected obstacle, the student encourages discussion, helps the team make decisions, and ensures everyone works toward the group's solution.

Student Version:

I can help my group stay on track and work together to reach our goals, even when things don't go as planned.

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: leadership, teamwork, cooperation, uncertainty, goals. Foundational skills include: identifying group goals, defining uncertainty, describing the role of a leader, recognizing teamwork skills. For example, students can list ways teams work together, name qualities of a leader, and explain what it means to face uncertainty.

Student Version:

I can remember and use words like leadership, teamwork, and goals. I can tell what a leader does and why teamwork is important when things are uncertain.

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 a good leader when things are difficult helps you and others keep moving forward. You'll use these skills when working on school projects, sports teams, and later in life when working with others to solve problems or reach important goals.

Score 4 (Advanced)

Student independently creates and adapts new strategies to lead others through highly ambiguous situations, including resolving conflicts and inspiring a greater commitment to shared goals. The student provides constructive feedback and fosters an inclusive environment, helping the group achieve outcomes beyond initial expectations. For example, the student adjusts the group's approach mid-project based on new information and unites hesitant members toward success.

Student Version:

I can come up with new ways to guide my group through tough or confusing situations. I help everyone work together even better and reach goals we didn't expect.

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

Score 3 (Target/Proficient)

Given a group facing uncertainty, student leads others by organizing efforts and motivating team members to stay focused on achieving a shared goal, using clear communication and positive encouragement. For example, the student assigns roles, facilitates discussion, and supports collaboration to ensure the group makes progress despite obstacles.

Student Version:

I can help lead my group when things are uncertain so we keep working together to reach our shared 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: uncertainty, shared goals, guidance, collaboration, and resilience. Foundational skills include: defining what uncertainty means, describing the importance of shared goals, identifying basic leadership actions, and recognizing when others need guidance. For example, students can identify what a shared goal is and explain why teamwork is valuable during uncertain times.

Student Version:

I can remember important words like uncertainty and teamwork. I can explain why it matters to have shared goals and to help others when things are unclear.

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 guide others through uncertainty prepares you for real-life situations where things don't always go as planned. These skills help you support your friends, classmates, or teammates, and make sure that together you can succeed even when facing challenges. Strong leadership and teamwork are important in college, work, and beyond.

Score 4 (Advanced)

Student proactively seeks out opportunities to guide groups through highly uncertain or challenging situations, adapting leadership approaches and inspiring others to stay positively engaged and focused on shared objectives beyond what was directly taught. For example, the student identifies a new challenge, assembles a team, and leads them to a solution.

Student Version:

I can take the lead when new or tricky problems come up, helping my group find solutions and inspiring others to stay positive and work together.

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 the ability to guide others through uncertainty by helping the group stay committed to shared goals, ensuring everyone feels heard and supported when plans are unclear or problems arise.

Student Version:

I can guide my group through uncertain times by helping everyone stay focused on our shared goals and making sure everyone feels included.

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: uncertainty, collaboration, perseverance, communication, support, goals. Foundational skills include: identifying situations with uncertainty, describing the importance of working together, explaining persistence towards a goal, and recognizing supportive behaviors. For example, students can define 'uncertainty' and identify group goals in a scenario.

Student Version:

I can remember and use important words like uncertainty, collaboration, and goals. I can explain what it means to work with others and help everyone keep trying, even when things are confusing.

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 guide others through uncertainty helps you become a trusted leader and team member. These skills are important when working on group projects, solving problems together, or supporting friends through challenges. They also prepare you for future leadership roles in school, work, and your community.

Score 4 (Advanced)

Student proactively anticipates obstacles in uncertain situations, motivates others to adapt, and facilitates innovative solutions that lead the group to exceed its original goals. For example, the student helps the group develop contingency plans or encourages the team to turn a setback into a new opportunity.

Student Version:

I can help my group see problems as chances to improve, create new ideas together, and inspire others to go beyond our original 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 demonstrates the ability to guide others through uncertain situations by maintaining focus on achieving shared goals, effectively influencing group direction and morale.

Student Version:

I can lead others through uncertain times and help my group stay focused so we reach our shared goals 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: uncertainty, goals, guidance, teamwork, commitment. Foundational skills include: identifying sources of uncertainty, defining group goals, understanding the roles of team members, and explaining why commitment is important. For example, students can list steps to set a shared goal or describe what it means to support a team during challenges.

Student Version:

I can remember and use important words like uncertainty, goals, and teamwork. I can explain what it means to be committed to a group and why it's important to have shared goals.

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 how to guide others through uncertain situations prepares you to be a strong leader in school, work, and life. These skills help teams succeed when facing challenges and make you someone others trust and rely on to reach goals together.

Score 4 (Advanced)

Student readily takes initiative and consistently develops and implements innovative solutions to complex or novel situations beyond normal class expectations, inspiring others to do the same. For example, they lead a team in developing a new project idea or campaign and adapt their approach based on feedback.

Student Version:

I can create new solutions and encourage others to try different approaches when facing tough or new challenges.

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 takes initiative and demonstrates a willingness to try new approaches in academic or extracurricular settings. For example, the student proactively seeks out opportunities to solve problems or improve processes without being prompted.

Student Version:

I can take initiative and show I am willing to try new ways to solve problems or do tasks 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: initiative, innovation, resilience, adaptability, and risk-taking. Foundational skills include: identifying situations that require new approaches, describing the importance of effort, recognizing when to seek help, and recalling examples of trying something new (e. g. , joining a new club, learning a new skill, or volunteering for a project).

Student Version:

I can remember and use important words like initiative and innovation. I can explain when trying something new might be important and give examples of doing so.

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 take initiative and try new approaches helps you stand out, adapt to change, and solve problems in creative ways. These skills are important in college, careers, and everyday life, especially when things don't go as planned or when you're facing something new.

Score 4 (Advanced)

Student independently seeks out ways to improve situations by suggesting creative solutions and helping others adapt to change, even when challenges are unexpected or difficult. For example, the student not only solves their own problem but also assists a classmate with a positive attitude.

Student Version:

I can find new ways to fix problems and help others when things are hard or 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 consistently responds to change, new information, or challenges by calmly considering options and selecting an appropriate solution. For example, when a class routine changes, the student thinks about what to do differently and chooses a helpful action.

Student Version:

I can calmly think about what to do when things change or get hard, and I can choose a good solution.

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: solution, challenge, change, information, flexible, problem. Foundational skills include: identifying a challenge, noticing when something changes, describing feelings about a challenge, naming possible solutions. For example, students can state that something is a problem, say how it makes them feel, and list at least one way to fix it.

Student Version:

I can remember and use words like challenge and solution. I can say when something changes or is hard, and I can think of ways to fix 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

Knowing how to solve problems when things change helps you feel better and do your best. You will use this skill when something is different at home or school, and it helps you work with others and learn new things.

Score 4 (Advanced)

Student independently anticipates challenges and proactively seeks out and applies creative or advanced solutions to complex, unfamiliar situations, and reflects on outcomes to improve future responses. For example, the student not only solves a new problem in a school club but also leads others in developing strategies for future changes.

Student Version:

I can look ahead to possible problems, find creative ways to solve them, and help others adjust to unexpected changes.

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 responds to change, new information, or challenges by identifying specific problems, generating potential solutions, and selecting a positive plan of action focused on improvement. For example, given a scenario where a group project faces a setback, the student creates and proposes constructive solutions to keep the project on track.

Student Version:

I can come up with positive solutions when I face new information or challenges and choose the best way to handle the situation.

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: adaptability, resilience, problem-solving, flexibility, growth mindset, obstacle. Foundational skills include: identifying a challenge, describing how change can affect a situation, recognizing negative and positive reactions, listing possible choices, and recalling past experiences with change. For example, students can define 'adaptability' and list times they have faced challenges at school.

Student Version:

I can remember and use important words like adaptability and problem-solving. I can tell about a time I faced a challenge and list things people might do when things change.

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

Handling change and challenges with a solutions-oriented mindset helps you succeed when things don't go as planned. You'll use this skill when working in teams, handling new situations in daily life, and it prepares you for the workplace where change is common and problem-solving is valued.

Score 4 (Advanced)

Student independently analyzes changes, new information, or challenges, proposes multiple solutions, and evaluates the pros and cons of each to select the most effective course of action. For example, when group members disagree on a project, the student offers several ways to settle the disagreement and explains which one might work best and why.

Student Version:

I can think of more than one solution when facing a challenge and choose the best one by explaining why it will work.

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 responds to unexpected changes, new information, or challenges by proposing at least one practical solution instead of giving up or expressing frustration. For example, when the class project directions change, the student suggests a new plan to move forward.

Student Version:

I can come up with a solution when things change or I get new information, instead of giving up or getting upset.

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: resilience, adaptability, problem-solving, flexibility, perseverance, and challenge. Foundational skills include: identifying a problem, recognizing a change in a situation, naming their feelings about changes, and describing a challenge they face. For example, students can state when something in their environment changes, list possible problems, and recognize their own emotions when faced with a challenge.

Student Version:

I can remember and use words like 'problem', 'solution', and 'challenge'. I can say what makes something 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

Being able to look for solutions when things don't go as planned helps you stay calm and keep trying. This skill is important for working with others, getting things done in school or at home, and feeling confident when life changes. You'll use it any time you face something unexpected, like learning a new game or solving a problem with friends.

Score 4 (Advanced)

Student proactively anticipates potential changes or challenges, develops multiple possible solutions, and supports others in adopting a solutions-oriented mindset. For example, the student may lead a group in brainstorming ways to respond to an unexpected problem or coach peers through stressful changes.

Student Version:

I can plan ahead for possible problems, come up with different solutions, and help others figure out how to handle new challenges 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 responds to change, new information, or challenges by actively seeking solutions, demonstrating a positive attitude, and adjusting their approach as needed to overcome obstacles.

Student Version:

I can respond to changes or problems by looking for solutions and staying positive, even if things are difficult.

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: resilience, flexibility, problem-solving, adaptation, growth mindset, persistence. Foundational skills include: identifying challenges, recognizing when change happens, describing reactions to new information, and naming possible solutions. For example, students can define 'growth mindset', list possible challenges that might come up in class, and describe what it means to adapt to a new situation.

Student Version:

I can remember and use important words like resilience and growth mindset. I can explain what it means to face a challenge or new information and think of simple ways to respond.

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 respond to change and challenges with a solutions-oriented mindset helps you handle problems in school, with friends, and in the real world. This skill makes you stronger when facing setbacks, helps you work better in a team, and prepares you to succeed in life and future careers.

Score 4 (Advanced)

Student not only initiates and tries new approaches independently but also encourages peers to do the same, and reflects on what worked or didn't work to further improve future attempts. For example, the student leads group discussions about trying different strategies and helps others overcome reluctance.

Student Version:

I can help others try new ways to do things, and I can talk about what worked or didn't work so we can do even better next 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 independently takes initiative and willingly attempts new approaches to solve problems or complete tasks, even when uncertain about the outcome. For example, when encountering a challenge, the student suggests and tries a new strategy without waiting for prompts.

Student Version:

I can try new ways to solve problems or finish tasks on my own, even if I'm not sure it will 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: initiative, willingness, approach, risk-taking, perseverance, flexibility. Foundational skills include: identifying situations that require new approaches, understanding what it means to take initiative, recognizing examples of trying something new, and describing why being open to new ideas is valuable. For example, students can define 'initiative' and name times they saw someone try a new way to solve a problem.

Student Version:

I can remember and use words like initiative and approach. I can talk about times when someone tried something new or took a risk to solve a problem.

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 approaches and taking initiative helps you become a creative problem solver. These skills make you more confident when facing challenges in school and in life, and they help you work better with others and get ready for future careers where new ideas are important.

Score 4 (Advanced)

Student proactively anticipates potential challenges or changes and implements innovative, adaptive solutions, often inspiring or guiding others to develop a constructive mindset as well. For example, a student organizes a peer support group when a new grading system is introduced, helping classmates adapt positively.

Student Version:

I can anticipate problems before they happen and help others find creative ways to handle new challenges.

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 responds to change, new information, or challenges by identifying the problem, generating possible solutions, evaluating options, and selecting an appropriate course of action with a positive, solutions-oriented attitude. For example, when school policies change unexpectedly, the student analyzes the situation and proposes practical strategies to adapt effectively.

Student Version:

I can respond to change or challenges by thinking about solutions and taking positive action instead of just focusing on the problem.

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: adaptability, resilience, flexibility, problem-solving, growth mindset, and feedback. Foundational skills include: identifying challenges, recognizing new information, understanding emotional responses, and recalling past solutions. For example, students can define adaptability, list ways people react to challenges, and describe the importance of being open to change.

Student Version:

I can remember and use important words like adaptability and problem-solving. I can describe what it means to face challenges or new situations.

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

Having a solutions-oriented mindset helps you succeed when things change or don't go as planned. These skills help you handle challenges at school, work, and in life, making you more confident and resourceful. Employers and colleges value people who can stay positive, adapt quickly, and find ways to overcome obstacles.

Score 4 (Advanced)

Student seeks out new challenges and can explain why trying new approaches is valuable. The student encourages others to try new things and adapts when original attempts are unsuccessful, learning from mistakes. For example, the student invites a classmate to try using new materials in a group project and talks about what was learned from the experience.

Student Version:

I can look for new things to try, talk about why it's good to try new ways, and help my friends do the same.

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 shows initiative and a willingness to try a new approach when given a familiar task, without being prompted by an adult. For example, the student chooses to solve a puzzle in a different way or uses a new method for completing an art project.

Student Version:

I can try new ways to do things, even if it feels different or hard, without needing help from my teacher.

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: initiative, effort, risk-taking, creativity, change, and curiosity. Foundational skills include: naming feelings about trying new things, identifying different ways to do a familiar task, noticing when peers try something new, and describing what it means to take a chance or show effort. For example, students can name times they tried something for the first time and recognize the word 'initiative' when it's used in class.

Student Version:

I can remember and use words like 'try,' 'new,' and 'initiative.' I can tell about a time I did something in a different way.

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 willing to try new things helps you grow and learn, even when something feels a little scary or unfamiliar. You'll use this skill when you make friends, play games, and problem-solve in school and life. Trying new approaches helps you become creative, confident, and ready for anything!

Score 4 (Advanced)

Student analyzes the effectiveness of new approaches after trying them and refines methods based on results or feedback. For example, after experimenting with a new study technique, the student evaluates its impact and adjusts their strategy to improve outcomes.

Student Version:

I can figure out if my new approach worked, explain what I learned, and change my method to get even better results.

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 takes initiative by proposing and trying one new strategy or method to solve a problem or complete a task without being prompted. For example, in a group project, the student suggests a novel approach and follows through in its implementation.

Student Version:

I can take the first step to try a new way to solve a problem or do my work, even if no one asks me to.

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: initiative, risk-taking, adaptability, innovation, perseverance, growth mindset. Foundational skills include: understanding the importance of trying new things, identifying what it means to take the first step, recognizing situations that require new approaches, and describing times when change is necessary. For example, students can define 'initiative', list benefits of trying new approaches, and give examples of when someone has demonstrated adaptability.

Student Version:

I can remember and use important words like initiative, risk-taking, and adaptability. I can explain what it means to try something new and why it can 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

Being willing to try new approaches helps you adapt to change and solve problems in creative ways. These skills are important for success in school, work, and life because they help you grow, handle challenges, and find better solutions to real-world situations.

Score 4 (Advanced)

Student reflects on their experiences with trying new approaches, adapts strategies based on outcomes, and encourages others to take initiative and try new things. For example, the student leads a group in brainstorming alternative solutions and mentors peers in stepping out of their comfort zones.

Student Version:

I can reflect on what worked or didn't when I tried something new and help others feel confident about trying new things 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 takes initiative and willingly tries new approaches to solve problems or complete tasks without being prompted by others. For example, the student volunteers to attempt unfamiliar tasks in a project or chooses a new strategy during a class assignment.

Student Version:

I can take initiative and try new ways to solve problems or do my work, even if it feels unfamiliar.

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: initiative, perseverance, risk-taking, adaptability, feedback, growth mindset. Foundational skills include: identifying examples of initiative, naming new approaches, recognizing the importance of trying, and describing times they observed someone take a new approach. For example, students can describe what it means to show initiative and list ways people can try new things.

Student Version:

I can remember and use words like initiative and growth mindset. I can tell about times when someone, or I, tried 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

Taking initiative and being willing to try new approaches helps you become more independent and creative. You'll need these skills when facing challenges, working in teams, and solving real-life problems-whether in school, at home, or in your future career.